

## **Advisory Councils to the Board of Elementary and Secondary Education: Annual Reports for 2012-2013**

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September 2013



This document was prepared by the  
Massachusetts Department of Elementary and Secondary Education  
Mitchell D. Chester, Ed.D.  
Commissioner

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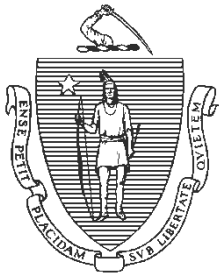
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# **Massachusetts Department of Elementary and Secondary Education**

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Mitchell D. Chester, Ed.D.  
Commissioner

September 2013

Dear Members of the Board of Elementary and Secondary Education,

State law (G.L. Chapter 15, Section 1G) establishes a general framework for advisory councils to the Board of Elementary and Secondary Education. In 2012-2013, there were seventeen advisory councils to the Board – Adult Basic Education, Arts Education, Community Service-Learning, Educational Personnel, Educational Technology, English Language Learners/Bilingual Education, Gifted and Talented, Global Education, Interdisciplinary Health Education and Human Services, Life Management Skills, Mathematics and Science Education, Parent and Community Education and Involvement, Racial Imbalance, School and District Accountability and Assistance, Special Education, Technology/Engineering Education, and Vocational Technical Education. In addition, the State Student Advisory Council, whose members are elected by other students rather than appointed by the Board, is an active and important advisory council to the Board.

I want to take this opportunity to express my appreciation to the many volunteers who serve on the advisory councils and contribute their expertise to further the goals and priorities of the Board and Department in the interest of reducing proficiency gaps and promoting high standards to prepare the public school students of the Commonwealth for college and careers.

The enclosed document, *Advisory Councils to the Massachusetts Board of Elementary and Secondary Education: Annual Reports for 2012-2013*, is compiled by the Department and provided to apprise you of advisory council activities and recommendations. Each council report is submitted by the chair or co-chairs of the council for your information and consideration. The reports and their recommendations are those of the councils and not of the Department. If the Board is interested in greater detail on the activities and recommendations of any council, please feel free to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Mitch D. Chester".

Mitchell D. Chester, Ed.D.  
Commissioner of Elementary and Secondary Education

## TABLE OF CONTENTS

ADULT BASIC EDUCATION ADVISORY COUNCIL .....	2
ARTS EDUCATION ADVISORY COUNCIL.....	4
COMMUNITY SERVICE-LEARNING ADVISORY COUNCIL.....	9
EDUCATIONAL PERSONNEL ADVISORY COUNCIL .....	11
EDUCATIONAL TECHNOLOGY ADVISORY COUNCIL .....	14
ENGLISH LANGUAGE LEARNERS/ BILINGUAL ADVISORY COUNCIL .....	16
GIFTED AND TALENTED ADVISORY COUNCIL .....	19
GLOBAL EDUCATION ADVISORY COUNCIL.....	22
INTERDISCIPLINARY HEALTH EDUCATION & HUMAN SERVICES/LIFE MANAGEMENT SKILLS ADVISORY COUNCILS .....	25
MATHEMATICS AND SCIENCE ADVISORY COUNCIL .....	27
PARENT AND COMMUNITY EDUCATION AND INVOLVEMENT ADVISORY COUNCIL.....	31
RACIAL IMBALANCE ADVISORY COUNCIL .....	34
SCHOOL AND DISTRICT ACCOUNTABILITY AND ASSISTANCE ADVISORY COUNCIL .....	37
SPECIAL EDUCATION STATE ADVISORY COUNCIL .....	40
TECHNOLOGY/ENGINEERING EDUCATION ADVISORY COUNCIL .....	44
VOCATIONAL TECHNICAL EDUCATION ADVISORY COUNCIL.....	47

Note: For consistency within the advisory council report document, the footnote numbering is in continuous order, not by individual report.

**ADULT BASIC EDUCATION ADVISORY COUNCIL**  
**Annual Report**  
**June 2013**

**I. INTRODUCTION**

The Adult Basic Education (ABE) Advisory Council was charged to advise Adult and Community Learning Services (ACLS) on how to increase the number of adult basic education students who enter into and succeed in post-secondary education by reviewing the multiple strategies being implemented by ACLS, assist in developing a plan to determine which strategies are most effective, and assist ACLS with developing ways of evaluating impact and outcomes.

**II. 2012-2013 WORK OF THE COUNCIL**

Review of the Request for Proposals Process

The 2012 – 2013 work of the ABE Advisory Council began with a review of the results of the FY13 – FY17 Requests for Proposals (RFP) for Community Adult Learning Centers, Career Pathways Programs, and ABE Transition to Community College Programs. The Council reviewed the impact that performance had on the grant awards. The Council also reviewed the policies and protocols related to program performance developed by the 2010 – 2011 ABE Advisory Council that would be implemented beginning in FY13.

The Role of Advising in Supporting Adult Learners

The Council continued the work that began in 2011-2012 by reviewing the Adult and Community Learning Services initiatives that support increasing the number of adult learners who move into and succeed in post-secondary education. Of the multiple strategies being implemented in the ABE system, the Council focused on the role of advising in Community Adult Learning Centers, the Adult Career Pathways programs, and the Policy to Performance (P2P) Pilot Programs. In order to learn more about these initiatives, the Council met with representatives of the Community Adult Learning Centers and Adult Career Pathways programs. Additionally, members of the Council attended a meeting of the P2P Advisory Group to discuss in-depth what the pilot programs were learning about advising, contextualizing curriculum, and forming and maintaining regional partnerships. As a result of this work, the Council determined that advising is critical to the success of adult learners and developed related recommendations.

High School Equivalency Test

The Council recognized that one of the most significant challenges facing the ABE system is the ending of the 2002 GED test series and the need to identify which of several possible assessments will be used to determine that an adult has the skills and knowledge of a high school graduate. Adult basic education centers must align their curricula to the 2011 Massachusetts Curriculum Frameworks. The Council was apprised of the efforts of the Department to explore options to a high school equivalency credential that will provide the thousands of Massachusetts residents who need this credential to acquire the knowledge and skills necessary to pursue an economically viable career pathway in our 21<sup>st</sup> century knowledge-based economy. The Council was made aware of concerns about the new test. These concerns include an increase in cost to test takers, the higher levels of computer literacy that will be required of test takers, and the potential increase in the cost of preparation materials.

### **III. COUNCIL RECOMMENDATIONS**

The Council recommends that Community Adult Learning Centers that demonstrate performance above the state average (Tiers 1 and 2) should be given the regulatory flexibility to determine the assignment of advising hours. ACLS should provide programs in Tier 3 or 4 with technical assistance to ensure that an appropriate level of advising is available to adult learners.

The Council recommends that ACLS should further develop and support the policy that adult learners have an individualized education and career plan by disseminating information about promising practices in advising and by exploring the use of a selection of tools/plans that would be able to meet the needs of students at a variety of levels.

### **IV. COUNCIL DETAILS**

**Department Administrator:** Anne Serino, Director, Adult and Community Learning Services

**Department Liaison:** Anne Serino, Director, Adult and Community Learning Services

**Chairperson:** Mary Sarris, Executive Director, North Shore Workforce Investment Board

**Members of the 2012-2013 Advisory Council:**

James Ayres, Executive Director, United Way of Hampshire County

Ernest Best, Executive Director, Massachusetts Alliance of Adult Learners

Maureen Carney, Senior Workforce Development Strategist, Massachusetts AFL-CIO

Arthur Chilingirian, Executive Director, ValleyWorks Career Center

Christine Cordio, Director, Clinton Adult Learning Center

Benjamin Forman, Research Director, Mass INC

Barbara Krol-Sinclair, Director, Intergenerational Literacy Program

Andre Mayer, Senior Vice President, Associated Industries of Massachusetts

Daniel O'Malley, Director of Education, Hampden Sheriff's Department

Mary Sarris, Executive Director, North Shore Workforce Investment Board

Lisa Soricone, Senior Project Manager, Jobs for the Future

Luanne Teller, Resource Center Director, World Education

Steven Ultrino, Director of Education, Middlesex Sheriff's Office

**Council Meeting Dates:**

October 26, 2012, December 14, 2012, February 1, 2013, May 3, 2013

# **ARTS EDUCATION ADVISORY COUNCIL**

## **Annual Report**

**June 2013**

### **I. INTRODUCTION**

The charge to the Arts Education Advisory Council (AEAC) was the following:

- Continue developing recommendations for revision to the Arts Curriculum Framework, and link such recommendations with the work of the National Coalition for Core Arts Standards (NCCAS).
- Include a focus on college and career readiness in revisions to the Arts Curriculum Framework.

### **II. 2012-2013 WORK OF THE COUNCIL**

During the 2012-2013 year, the AEAC continued the process of consideration of the revision of the Massachusetts Arts Curriculum Framework. Members reviewed grade 8 standards developed by the National Coalition for Core Arts Standards (NCCAS), and compared them with aspects of the current grade 8 Massachusetts Arts Standards. Additional draft NCCAS standards are expected to be available for public review in summer 2013, and the final NCCAS arts standards are expected to be available in 2014. The primary focus this year was on college and career readiness within arts education

### **III. COUNCIL RECOMMENDATIONS**

**College and Career Readiness:** There is currently a joint Department of Elementary and Secondary Education and Department of Higher Education document defining College and Career Readiness (See summary in Appendix A).

Beyond courses and experiences that are necessary to prepare students to succeed in college and the workplace, what education and training are necessary for students to become “artistically literate” citizens should be considered—whether they go on to study the arts in college, pursue professional careers in the arts, avocationally engage in the arts, or are audience members or consumers who are capable of appreciating, “reading,” interpreting, and understanding artistic symbology.

The Council recommends an examination of how engaging in arts courses and participating in related experiential activities in a seamless, cumulative, and sequential pre-K-12 curriculum help students to develop artistic literacy, as well as many of the desirable competencies, qualities, and strategies necessary for success (as articulated in the “Massachusetts Definition of College and Career Readiness”) as they make the transition from the elementary and secondary school course of study to the college undergraduate curriculum (13-16) and to the workplace.

**Additional Recommendations:** In addition to the recommendations responding to our charge, the Council made the following recommendations for consideration:

1. Elevate MassCore from a “recommended” to the “default” high school course of study in alignment with goals expressed in the MA Race to the Top (RTTT) grant application narrative, page 14, 2010 (see Appendix B).
2. Support the inclusion of an admission requirement for Massachusetts public universities (four year institutions) of a minimum of one year in visual and/or performing arts at the high school level (dance, music, theatre/drama, visual art), thereby aligning state university entrance requirements with the MassCore course of study, also expressed on page 14 of the MA RTTT grant application of 2010 (see Appendix B).
3. Require arts coursework or professional development in arts and learning for licensure for all persons who hire or evaluate arts educators (such as principals, curriculum directors, and superintendents), and for elementary classroom educators.
4. Evaluate arts educators based on assessment of arts-specific student learning outcomes in the area(s) of the teacher’s licensure, rather than primarily on their students’ performance on standardized state examinations in English language arts, mathematics, and other subjects.
5. Develop and provide enhanced professional development for arts educators and classroom teachers to promote collaboration through aligning their work across content areas.
6. Develop and provide enhanced professional development for arts educators regarding practices in curriculum development, student assessment, instructional practices, and new national standards.
7. Implement the recommendations of the Massachusetts Commission to Develop an Index of Creative and Innovative Education in the Public Schools (published by the Department in September 2012).

#### **IV. COUNCIL DETAILS**

**Department Administrator:** Susan Whelple, Director, Office of Literacy and Humanities

**Department Council Liaison:** Lurline V. Muñoz-Bennett, Office of Literacy and Humanities

**Co-Chairpersons:** Charles E. Combs, Ph.D., Liberal Arts Chair Emeritus, Berklee College of Music, Boston, Vice President Teaching & Learning, Arts|Learning, Natick

Jonathan C. Rappaport, Executive Director, Arts|Learning, Director & Faculty, Kodály Music Institute at Anna Maria College, Paxton, Music Director, Shir Joy Chorus, Westborough



**Members of the 2012-2013 Advisory Council**

Daniel J. Albert, Music Teacher, Williams Middle School, Longmeadow

Gary R. Bernice, Director of Bands, Springfield High School of Science and Technology,  
Springfield

Julie Bradley, Dance Teacher, Dance Teachers' Club of Boston

Charles Combs, Ph.D., Theatre and Drama Educator, Higher Education Consultant,  
Liberal Arts Chair Emeritus, Berklee College of Music

Diane Daily, Education Programs Manager, Massachusetts Cultural Council (MCC)

Beth Delforge, Independent Arts Educator and Consultant

Lynn Feldman, Vice President, Networking & Advocacy, Arts|Learning

Jennifer Fidler, Visual Arts Liaison, Wilmington Public Schools

Priscilla Kane Hellweg, Executive/Artistic Director of Enchanted Circle Theater, Holyoke

Julie Jaron, Director of Visual & Performing Arts, Springfield Public Schools

Stacey Lord, Visual Arts Teacher, Worcester East Middle School, Worcester

Arlene Black Mollo, Ph.D., Professor of Art Education, College of Visual & Performing Arts,  
University of Massachusetts, Dartmouth

Sandra Nicolucci, Ed.D., Associate Professor of Music Education, Boston University

Myran Parker Brass, Executive Director for the Arts, Boston Public Schools

Luci Prawdzik, Ed.D., Supervisor of Art K-12, Somerville

Jonathan Rappaport, Executive Director Arts|Learning, and Director & Faculty, Kodály Music  
Institute at Anna Maria College, Paxton

R. Barry Shauck, Assistant Professor & Head of Art Education, Boston University

Jessica B. Wilke, Music Teacher, F. G. Houghton Elementary School, Sterling

**Council Meeting Dates:**

November 15, 2012, January 17, 2013, March 21, 2013, May 16, 2013

## APPENDIX A

### **“Massachusetts Definition of College and Career Readiness”**

Summary by Charles Combs (AEAC Co-Chair)

The “Massachusetts Definition of College and Career Readiness” (adopted March 2013) defines College and Career Readiness as follows: “Massachusetts students who are college and career ready will demonstrate the knowledge, skills, and abilities that are necessary to successfully complete entry-level, credit-bearing college courses, participate in certificate or workplace training programs, and enter economically viable career pathways.”

The document notes that both college and career ready students in English Language Arts/Literacy and Mathematics will be ***academically prepared*** (emphasis in original) to demonstrate certain competencies.

#### English Language Arts/ Literacy:

- Read and comprehend a range of sufficiently complex texts independently
- Write effectively when using and/or analyzing sources
- Build and present knowledge through research and the integration, comparison, and synthesis of ideas
- Use context to determine the meaning of words and phrases

#### Mathematics:

- Solve problems involving the major content with connections to the mathematical practices
- Solve problems involving the additional and supporting content with connections to the mathematical practices
- Express mathematical reasoning by constructing mathematical arguments and critiques
- Solve real world problems, engaging particularly in the modeling practice

“Workplace Readiness” includes competencies necessary for both college and career.

- Work Ethic and Professionalism
  - Attendance and punctuality expected by the workplace
  - Workplace appearance appropriate for position and duties
  - Accepting direction and constructive criticism with a positive attitude and response
  - Motivation and taking initiative, taking projects from initiation to completion
  - Understanding workplace culture, policy and safety, including respecting confidentiality and workplace ethics
- Effective Communication and Interpersonal Skills
  - Oral and written communication appropriate to the workplace
  - Listening attentively and confirming understanding
  - Interacting with co-workers, individually and in teams

Also noted are other desirable Qualities and Strategies that students should develop in high school to prepare them for college and career:

- Higher order thinking skills of analysis, synthesis, and evaluation
- The ability to think critically, coherently, and creatively
- The ability to direct and evaluate their own learning, be aware of resources available to support their learning, and have the confidence to access these resources when needed

- Motivation, intellectual curiosity, flexibility, discipline, self-advocacy, responsibility, and reasoned beliefs

## **APPENDIX B:**

### **From the Massachusetts Application for Race To The Top, 2010, page 14:**

**“Align high school curricula with college entrance requirements.”** We will make MassCore, our current recommended high school curriculum for college and career readiness, into the default curriculum: required for high school graduation unless students and parents agree to an alternate program of studies. We will also align MassCore with the public college entrance requirements so that students who successfully complete MassCore will also have met the Massachusetts public four-year college entrance requirements.” (This is the fourth of the four major goals outlined in this grant application.)<sup>1</sup>

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<sup>1</sup> U.S. Department of Education, Massachusetts Race to the Top Application,  
<http://www2.ed.gov/programs/racetothetop/phase2-applications/massachusetts.pdf>

# **COMMUNITY SERVICE-LEARNING ADVISORY COUNCIL**

## **Annual Report**

**June 2013**

### **I. INTRODUCTION**

The Community Service-Learning (CSL, also referred to as service-learning) Advisory Council (Council) works to review, advise, and make recommendations on state service-learning programs and policies to promote academically meaningful, sustained, and high quality service-learning experiences throughout students' schooling.

In school year 2012-2013, the Council's primary goals were to: (1) identify examples where service-learning is being used and make recommendations for furthering the use of service-learning as a strategy to support high school graduation initiatives and in the implementation of MassCore; and (2) make recommendations for using service-learning at all grade levels to support students' development of the knowledge, skills, and attitudes needed to be college and career ready.

### **II. 2012-2013 WORK OF THE COUNCIL**

The Council met twice during 2012-2013. During these meetings members of the Council:

- Researched professional associations and other organizations with which to share promising service-learning examples. The goal of this was to share with subject-area professional associations/organizations examples that demonstrate service-learning as a tool for teaching applicable curricular objectives;
- Discussed initiatives where service-learning is or can be embedded as a best practice for the implementation of subject-area standards.

### **III. COUNCIL RECOMMENDATIONS**

Service-learning provides authentic, engaging learning experiences that help students to learn content, develop new skills, and practice citizenship. Research supports that quality service-learning positively impacts student engagement, as well as academics.<sup>2</sup> As such, the Council makes the following recommendations to the Department:

- Continue to explore opportunities for service-learning to be embedded in and/or encouraged as a best practice for the implementation of subject-area standards that are in development (Next Generation Science Standards, Social Studies).
- Align/provide professional development that facilitates implementation of the Common Core State Standards through service-learning.
- Promote and encourage service-learning broadly as a teaching and learning strategy that helps to advance the civic mission of schools.

In addition, the Council recommends that the Department recruit additional members who have experience with and expertise in service-learning. This would provide a broader base of individuals to facilitate richer discussions and better represent the experiences and challenges of public educators in effectively implementing service-learning as a tool for increasing college and career readiness.

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<sup>2</sup> [http://www.servicelearning.org/instant\\_info/fact\\_sheets/k-12\\_facts/impacts](http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/impacts)

#### **IV. COUNCIL DETAILS**

**Department Administrator:** Rachelle Engler Bennett, Director, Learning Support Services

**Department Liaison:** Kristen McKinnon, Office of Learning Support Services

**Chairperson:** Todd Wallingford, Curriculum Director for Secondary English and Social Studies,  
Hudson Public Schools

**Members of the 2012-2013 Advisory Council:**

Beverley Bell, Visiting Assistant Professor, Master of Arts in Teaching Program, Mount  
Holyoke College

Varsha Desai, Principal, Blackstone Millville Regional School District

Audrey Murph-Brown, School Social Worker, Springfield Public Schools

Kathleen Shorter, Head Teacher, River Valley Charter School

Todd Wallingford, Curriculum Director for Secondary English and Social Studies, Hudson  
Public Schools

Terry Yoffie, Parent, Newton

**Council Meeting Dates:**

April 3, 2013, June 6, 2013

# **EDUCATIONAL PERSONNEL ADVISORY COUNCIL**

## **Annual Report**

**June 2013**

### **I. INTRODUCTION**

The Educational Personnel Advisory Council (EPAC or Council) advises Commissioner Chester and the Board of Elementary and Secondary Education on issues pertaining to educational personnel. This year, the Council met three times and focused on topics including: updates on the new educator evaluation system; strengthening the knowledge of our educator workforce in the area of English Language Learners with a focus on Rethinking Equity and Teaching for English Language Learners (RETELL); strategies for recruiting a diverse educator workforce; the upcoming changes in preparatory programs; and proposed regulatory changes including, but not limited to, leadership standards, specifically the Performance Assessment for Leaders (PAL).

### **II. 2012-2013 WORK OF THE COUNCIL**

#### Educator Evaluation

Implementation of the educator evaluation framework in Massachusetts was a topic of discussion during the Council's October and March meetings. Department staff presented to the Council in October regarding the early implementation of the evaluation system in a number of school districts. At the March meeting, Department staff provided an update on regulations and implementation. Council members shared feedback about the process including some concerns that the workshop participants were experiencing informational overload. There were concerns about consistency in the delivery of the material, and whether the training was providing the needed quality and in-depth knowledge to the participants. Council members shared that some of the changes were coming at a pace that is too fast and that principals are being overburdened. Council members suggested that people from the field work with the Department to analyze the data and build support systems and interventions to address the concerns.

#### Rethinking Equity and Teaching for English Language Learners (RETELL)

During the October meeting, Department staff gave an update on the status of RETELL and the Sheltered English Immersion (SEI) endorsement. Information on the SEI endorsement was presented and distributed. Members recommended more clarity regarding the implementation timeline. Concerns were expressed that requiring the endorsement could hinder retention of teachers. In March, the Department gave the Council a progress report on RETELL. The Department shared that two rounds of SEI instructor training had been completed and courses for Cohort 1 are underway. Members recommended that the Department produce a frequently asked questions (FAQ) document and provide more information to educators regarding requirements and what is available. The Department discussed how the learning could be extended after the SEI course. The Department described plans to develop the Administrator SEI course for summer 2013, and to design and implement bridge courses for educators who completed appropriate category training. In June, the Department updated the Council on the summer course schedule and framework and the roll-out plan for schools and districts based on the number of staff who need to obtain the endorsement, given the student population that the school or district serves. In addition, the Department shared the FAQ that was developed; some suggestions were made but the Council found the FAQ responsive to the majority of questions from the field.

### Other Council Updates

The Department shared with the Council a number of updates on recruitment strategies, educator diversity, preparatory programs, and regulatory changes including, but not limited to, leadership standards, specifically the Performance Assessment for Leaders (PAL). In each of the areas extensive dialogue followed. The Department shared a presentation outlining the statewide recruitment initiative. An integral part of the initiative is to work with diverse stakeholders on recruitment. The initiative would combine information from three websites into one central page in order to best serve both applicants and districts throughout the Commonwealth.

The educator preparation program regulations now include new program reporting requirements. The Department will be compiling data that will be made available to the public. This year, all pilot programs were surveyed. The Council received updates on the new law on fingerprint-based criminal background checks. The Department explained that a vendor needs to be selected to provide the service. Council members expressed concerns about the timeframe for compliance and asked how the law would apply to student teachers, students doing pre-service observation, volunteers, and professional development providers. It was suggested that the Department look at what other states have done and develop a state repository. The Department also informed the Council on the work of the MA Advocates for Diversity in Education.

Other areas of information shared with the Council included changes made to administrator standards. The Council discussed the career ladder initiative and recommended the Department solicit feedback from districts. The Council discussed licensure initiatives including an overview of the new Transition Specialist endorsement, which requires payment of an application fee, as well as clarifying that the initial roll-out of the SEI endorsement does not require an application fee. The Council was informed that the Department conducted approximately 60,000 licensure application evaluations and issued 20,000 licenses.

### **III. COUNCIL RECOMMENDATIONS**

The Council recommends that there be a separate task force to work with the Rennie Center to study and develop actionable recommendations to increase effective practices to diversify the educator workforce. It further recommends that the Council be advised of the disposition of the recommendation by June 30, 2013.

### **IV. COUNCIL DETAILS**

**Department Administrator:** Heather Peske, Associate Commissioner, Educator Quality

**Department Liaison:** George Sheehan, Educator Licensure Office

**Co-chairs:** Fred Fuentes, Director of Educational Options, Boston Public Schools

Donald McCallion, Executive Director, Massachusetts Association of School Personnel  
Administrators

#### **Members of the 2012-2013 Advisory Council:**

MaryAnn Byrnes, Past President, Massachusetts Council for Exceptional Children

Lynda Coffill, Principal Coach, Massachusetts Elementary Schools Principals' Association

Mary Czajkowski, Superintendent, Agawam Public Schools

Stacey DeBoise-Luster, Human Resource Manager, Worcester Public Schools

Ralph Devlin, Professional Development Specialist, Massachusetts Teachers Association

Fred Fuentes, Director of Educational Options, Boston Public Schools

Linda Hayes, Assistant Director, Massachusetts Secondary Schools Administrators' Association

Katherine Hibbard, Associate Professor, Framingham State College

Desiree Ivey, Director of Teacher Training and Recruitment, Shady Hill School, Cambridge

Eileen Lee, Executive Director, Math for America, Boston

Shirley Lundberg, School Committee Member, Massachusetts Association of School  
Committees

Craig Martin, Teacher, Boston Public Schools

James Martin-Rehrmann, Past-President, Massachusetts Association of Colleges for Teacher  
Education

Donald McCallion, Executive Director, Massachusetts Association of School Personnel  
Administrators

Kathleen McLaughlin, Math Resource Teacher, Lowell Public Schools

Dan Murphy, Director of Educational Policy and Programs, American Federation of Teachers –  
Massachusetts

Talmadge Nardi, Teacher, Academy of the Pacific Rim Charter School, Boston

**Council Meeting Dates:**

October 24, 2012, March 6, 2013, June 5, 2013



# **EDUCATIONAL TECHNOLOGY ADVISORY COUNCIL**

## **Annual Report**

**June 2013**

### **I. INTRODUCTION**

The Educational Technology Advisory Council (ETAC) consists of a broad cross section of educational technology experts from Massachusetts school districts, the technology industry, and the nonprofit sector. ETAC was charged to "Build digital learning awareness throughout the Commonwealth" as a method of improving college and career readiness for students across the Commonwealth.

### **II. 2012-2013 WORK OF THE COUNCIL**

ETAC met multiple times with Department staff to better understand, and provide input into, Department initiatives such as the new teaching and learning system, the next generation classroom, the Partnership for Assessment of Readiness for College and Careers (PARCC), and the virtual schools legislation. ETAC also helped with the planning and celebration of Digital Learning Month (February 2013) by soliciting statewide participation. Digital Learning Month in the Commonwealth coincided with the national Digital Learning Day on February 6, when nearly 25,000 educators and millions of students across the United States participated in sharing exemplary digital learning practices through a national online town hall, an online video showcase, professional development webinars, and a variety of school-based activities.

### **III. COUNCIL RECOMMENDATIONS**

ETAC made recommendations focused on the need for leadership in four areas related to digital learning:

1. Quality online courses and programs: The Board should recognize the variety of models for online instruction, including blended, supplemental, and fully online models, and identify methods for ensuring the quality of each.
2. Quality online teaching: The Board should understand that online instruction requires different skill sets than traditional classroom pedagogy, and it should identify opportunities to ensure educators have the necessary skills.
3. Technology access: The Board should assist districts, students, and teachers in identifying, planning for, and acquiring the necessary technology to make online learning available to all students and teachers.
4. Policy changes: The Board should identify areas in which existing policy is inconsistent with the evolving needs of online learning and virtual schools, and advocate for changes that eliminate these barriers and support effective growth.

In addition to the four areas identified, ETAC identified areas for improving statewide participation in any similar future initiatives, including: leveraging more vendor relationships to boost awareness, highlighting more events open to the public across the state, and encouraging more statewide leadership participation.

Lastly, ETAC recommended adopting the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) for students, teachers, administrators, and computer science. The current standards, Massachusetts Technology Literacy Standards and Expectations, were developed in 2008. ETAC believes adopting the newer

standards will bring the Commonwealth up to date and, since the standards are international, increase the resources available to districts to deliver and assess the standards.

#### **IV. COUNCIL DETAILS**

**Department Administrator:** Luis Rodriguez, Director, Office of Digital Learning

**Department Liaison:** Susan Hargrave, Office of Digital Learning

**Co-Chairpersons:** Annamaria Schrimpf, Director of Educational Technology, Minuteman  
Regional Career and Technical High School;  
Lee McCanne, Director of Technology and School Libraries, Weston Public Schools

**Members of the 2012-2013 Advisory Council:**

Susan Birrell, Regional Partner, Focus Eduvation

Charles Milton Burnett, Retired Superintendent, Education Consultant

Shelley B. Chamberlain, Executive Director, MassCUE

Ellen M. Driscoll, Technology Systems Administrator, Middleborough Public Schools

Edwin Guarin, Academic Developer Evangelist, Microsoft

Stephen Kelley, Managing Partner, TECedge LLC

Steven Mazzola, Director of Technology, Belmont Public Schools

Lee McCanne, Director of Technology and School Libraries, Weston Public Schools

Annamaria Schrimpf, Director of Educational Technology, Minuteman  
Regional Career and Technical High School

Thomas J. Stella, Assistant Superintendent, Everett Public Schools

Stephen Sylvia, Principal, Squantum Elementary School, Quincy Public Schools

Jean E. Tower, Director of Technology, Northborough/Southborough Public Schools

Barbara Treacy, Director, EdTech Leaders Online, Education Development Center, Inc.

Maxim Weinstein, Executive Director, Stop Badware

**Council Meeting Dates:**

September 19, 2012, December 4, 2012, February 26, 2013, April 2, 2013

# **ENGLISH LANGUAGE LEARNERS/ BILINGUAL ADVISORY COUNCIL**

## **Annual Report**

**June 2013**

### **I. INTRODUCTION**

During the 2012-2013 school year, the charge of the English Language Learners (ELL)/Bilingual Advisory Council was:

To assess various models of supplemental professional development, specifically, coaching models and professional learning communities, in order to identify successful, compelling, and economically feasible models that could be implemented to support and strengthen instructional practice in the classrooms of the 26,000 educators who will be required to attain the SEI endorsement. Consider both in-person and online professional development, coaching, and professional learning communities/networks. Develop recommendations concerning the implementation of the most compelling of these professional development models statewide, including recommendations about how to encourage districts of all sizes to implement them in such a way that they are sustainable, and including consideration of Title III requirements.

The Council was grateful for the opportunity to advise Commissioner Chester and the Board during this time of change in the Commonwealth.

### **II. 2012-2013 WORK OF THE COUNCIL**

General meetings were focused on updates from Department staff on Rethinking Equity and Teaching for English Language Learners (RETELL) initiatives, World Class Instructional Design and Assessment, English language development standards, and the ACCESS assessment. A Professional Learning and Coaching Subcommittee met to discuss the future of professional learning networks (PLC) and coaching. Discussions included clarifying what the role of the coaching training will be, and training for mathematics and literacy coaches on how to implement Sheltered English Immersion (SEI) strategies and instruction into their coaching. These educators will not be SEI coaches. The Parent/Guardian Survey Subcommittee met to discuss and draft a pre- and post-RETELL parent questionnaire to determine the effectiveness of the RETELL initiative, and educator evaluation on parents'/guardians' understanding of their children's education.

### **III. COUNCIL RECOMMENDATIONS**

#### **1. Subcommittee on PLC and Coaching**

To ensure sustainability of SEI instruction:

- a. A course for mathematics and literacy coaches to support SEI instruction in their roles
- b. A course for English as a Second Language (ESL) teachers, along with general education partners, on collaboration
- c. A course for selected ESL teachers on SEI coaching
- d. Develop a funding stream to pay for SEI coaches

2. Subcommittee on Parent/Guardian Questionnaire  
Recommends three areas for survey questions based on the overarching goals of RETELL and the educator evaluation system:
  - a. Communication
  - b. Knowledge of academic standards and assessments
  - c. Impact on a child's learning

The following is a draft of the questions to be included in the survey:

1. Culture/Social Communication and Acknowledgement
  - a. Does your child's school communicate with you?
  - b. Is the information in a language you understand?
  - c. Do you need information translated and/or interpreted?
    - i. If so, which method is best: phone calls, face-to-face meetings, notices, internet, home visits?
  - d. Do you understand the information coming from your child's school?
  - e. Do you communicate your questions and concerns to the school? If so, with whom do you communicate: principal, classroom teacher, ESL teacher, parent liaison, other
2. Knowledge of Academic Standards and Assessment
  - a. Do you know what teachers are teaching your child?
  - b. Do you know how your child is assessed?
  - c. Do you understand your child's report card?
3. Impact on Child's Education (how much are children learning)?
  - a. Is your child excited about learning? Yes/No
  - b. Does your child share what he/she learned at school? Yes/No
  - c. Does your child understand his/her homework? Yes/No

#### **IV. COUNCIL DETAILS**

**Department Administrator:** Paul Aguiar, Acting Assistant Director, Office of English Language Acquisition & Academic Achievement (OELAAA)

**Department Liaison:** Melanie Manares, OELAAA

**Co-Chairpersons:** Leah Palmer, ELL Director, Martha's Vineyard Public Schools  
Robyn Dowling-Grant, K-12 Coordinator, English Learner Education, Lexington Public Schools

#### **Members of the 2012-2013 Advisory Council:**

Dr. Karrie J. Allen, Principal, Norrback Avenue School, Worcester

Farah Assiraj, Senior Academic Design and Support Specialist, Boston Public Schools

Lynne Britton, ELL Curriculum and Instruction Specialist, Springfield Public Schools

Jenifer Cooke, ESL Tutor, Ipswich Public Schools

Dr. Ayanna Cooper, Educational Consultant

Robyn Dowling-Grant, K-12 Coordinator, English Learner Education, Lexington Public Schools

Dr. Marta Guevara, Director of Interventions and English Language Education, Amherst-Pelham Regional Schools

Francine Johnson, ESL Teacher, Greater Lawrence Technical High School

Jean L. LaRosa, English Language Learner Teacher, K-5, A.C. Whelan Elementary School, Revere Public Schools

Juyon Lee, Student Representative, Wellesley Public Schools

Dr. Sun-Hee Lee, Parent Representative, Assistant Professor, Department of East Asian  
Languages and Literature, Wellesley College  
Erin M. Lenski, ELL Teacher, Reid Middle School, Pittsfield Public Schools  
Eva Loh, Student Representative, Wellesley Public Schools  
Dr. Denise L. Pagan-Vega, Chief of Federal Programs, Springfield Public Schools  
Leah Palmer, ELL Director, Martha's Vineyard Public Schools  
Debbie Sek, Parent Representative, Wellesley Public Schools  
Sonya Merian, ESL Facilitator/ESL and Spanish Teacher, Holliston Public Schools  
Clara Pena-Gonzalez, ELL Programs Supervisor, Lawrence Public Schools  
Dr. Nadene B. Stein, Principal, Northeast Elementary School, Waltham Public Schools  
Jaana K. Thorarensen, Director, English Language Learning Program, Salem Public Schools

**Council Meeting Dates:**

November 8, 2012, January 31, 2013, February 13, 2013 (subcommittee), April 4, 2013, May 4,  
2013 (subcommittee), May 30, 2013, June 8, 2013 (subcommittee)

# **GIFTED AND TALENTED ADVISORY COUNCIL**

## **Annual Report**

**June 2013**

### **I. INTRODUCTION**

#### Gifted and Talented Advisory Council (GTAC) Philosophy Statement

This Council explores and recommends actionable strategies to address the special needs of “beyond grade level students” and “gifted underachievers” throughout the Commonwealth. This Council only considers strategies that are compelling, measurable, fiscally responsible, deployable, and sustainable in its support of providing a world class education for all students within the Commonwealth, in every school, across every city and town, and from *all* economic, racial, and ethnic backgrounds.

2012-2013 GTAC Charge: The Council was charged to develop “a definition of college and career ready (CCR)” as it applies to advanced learners, and recommend “student supports and programs that schools/districts can provide to insure sufficient challenges and opportunities to meet the motivational and social-emotional needs of advanced learners in preparation for college and career (e.g., creativity challenges, team competitions, dual enrollment, mentorships, internships in the workplace, etc.).”

### **II. 2012-2013 WORK OF THE COUNCIL**

The Council believes the Commonwealth will be well served economically if investments in gifted students are made early in their educational careers and with persistence and purposeful intent. The Council has found that there is a need for a rigorous and challenging environment in every classroom that meets the identified CCR needs and fosters academic achievement and advancement for beyond-grade-level learners. Our Council members agree that all lose when educators fail in motivating and challenging students who are capable of working beyond their grade level. The Council also believes that not enough has been done to ensure that those with advanced abilities are identified and served in their early years, especially in lower income and immigrant communities. Economic survival and achievement depend upon finding talent and cultivating a system that intellectually and emotionally develops the gifted students in all communities.

Educators need to dispel the myth that these students will do well in college and career without appropriate accommodations to their education. Throughout their K-12 education, these students need:

- Optimal levels of struggle and challenge during the regular school day
- Opportunities that go beyond traditional methods (honors and AP courses, dual enrollment, and early college high schools)
- Adults and peers in schools who can meet their academic, social, and emotional needs

Far too often, the brightest and most promising students learn early in their academic careers that for them the current education system will foster boredom, disengagement, and mediocrity rather than excellence, relevance, and authentic learning.

### III. COUNCIL RECOMMENDATIONS

#### Making the Case for the Right Side of the Bell Curve

The Department of Elementary and Secondary Education (the Department) has adopted a state definition of college and career readiness in connection with the Partnership for Assessment of Readiness for College and Career (PARCC) consortium and the Integrating College and Career Readiness Task Force (ICCR). The Council used the ICCR's Essential Competencies to frame the recommendations:

1. **Learning Competencies—Optimal Level of Struggle Needed:** Particularly in grades K-8 and in low-income communities, gifted students are chronically underserved in schools. They are then unprepared for the rigors of high school, college, and career. Educators waste their potential by creating disengaged, risk averse learners who may be talented, but who have lost the drive and resilience they will need for continued success.

The following are specific recommendations to address this problem:

- a. Project-based interdisciplinary assignments that investigate real-world problems: This would require students to read and write widely, using problem solving skills in all academic areas in combination. This creates a climate conducive to self-differentiated learning, peer groups based on ability and interest areas, and authentic, relevant learning opportunities that reflect workplace skills. Teachers will need to be supported in efforts to develop flexible alternative curricula. Schools need to increase partnerships with professionals to not only visit classrooms to discuss their jobs, but also to instill relevance to the work students do.
  - b. Early and Ongoing Assessment of Skills: This would require teachers to regularly pre-assess students, particularly at the beginning of units, so that teachers would know who is already performing beyond grade-level in certain areas; this also necessitates a meaningful response to pre- and post-formative assessment data in the form of targeted differentiated instruction such as provided through the Massachusetts Tiered System of Support.
  - c. Flexible scheduling: School districts and individual buildings need to be more flexible to allow for students to move between classes, teachers, and even buildings so that these students perform work that is appropriate and challenging for their skills with similarly-able peers. There should be more opportunities for subject and grade acceleration as well as telescoping in all grade levels.
2. **Workplace Readiness—There are no Grade Levels Standardized Tests in the Workplace:** These students are often confined in school by the K-12 system's insistence on grouping students by age. In higher education and in the workforce, people are grouped based on ability and skill set. The Council recommends that the Department develop policy statements for early entry and acceleration for district administrators and parents.
  3. **Qualities and Strategies—Creating Habits of Mind:**
    - a. Critical Skills of Organization, Attention to Task, and Persistence: Students need to be provided with academic and intellectual rigor that builds an expectation that one can learn from failure as well as success and that innovation requires stamina and risk. Students also must learn to appreciate the skills and talents of others.
    - b. Self Reflection, Self Assessment, and Self-Acceptance: All levels should require students to conduct relevant and meaningful self assessment/reflection after assignments and tasks, reviewing what they think they learned and what they

think they should have learned. Students should be expected to use this self-assessment when working on new projects and tasks.

#### Summary of Recommendations

- Develop state policies on acceleration and early entry
- Encourage schools to apply flexible scheduling and grouping – not just age-based learning
- Provide professional development for teachers on strategies to address the needs of academically advanced learners and gifted underachievers
- Apply early and ongoing assessment of skills to facilitate tiered instruction for beyond-grade-level learners
- Differentiate instruction for advanced-level learners
- Incorporate project-based assignments in the classroom that investigate real-world problems
- Require students to perform self-assessments so they can take ownership of their learning

#### **IV. COUNCIL DETAILS**

**Department Administrator:** Barbara Libby, Director, Office of Mathematics, Science, & Technology/Engineering

**Department Liaison:** Carol Lach (until March 2013), Jacob Foster, Office of Mathematics, Science, & Technology/Engineering

**Chairperson(s):** Lorretta M. Holloway, Associate Professor, Framingham State University

#### **Members of the 2012-2013 Council:**

Donna Astion, Teacher, Berkshire Hills Regional Schools

Janis Baron, Consultant, Teachers 21; Director, KITE

Rebecca Duda, Teacher, Dracut Public Schools

Lorretta M. Holloway, Associate Professor, Framingham State University

Oscar Loureriro, Director of Data Management and Evaluation, Brookline Public Schools

Tyrone Mowatt, Vice-Chair, Strategy and Research, FromTopDown

Michele Proude, Parent, Hull Public Schools

Rachelle Toomey, Secretary, Systems Engineer, BAE Systems

Aimee Yermish, Educational Therapist, Psychologist, da Vinci Learning Center

#### **Council Meeting Dates:**

December 14, 2012, January 25, 2013, April 6, 2013, May 10, 2013



# GLOBAL EDUCATION ADVISORY COUNCIL

## Annual Report

June 2013

### I. INTRODUCTION

The Global Education Advisory Council to the Board was formed to advise the Board and the Commissioner on matters relating to global education in the curricula of K-12 schools in the Commonwealth. It is comprised of educators from public and private educational institutions and others interested in global education in the Commonwealth. This Council advises the Board on matters relating to the instruction, curriculum, and assessment of global studies in Massachusetts K-12 public schools. Its work is informed by the Massachusetts Curriculum Frameworks and the Massachusetts Comprehensive Assessment System, as well as local, national, and international trends in global education.

The Council's charge:

- Research existing Massachusetts standards that include ideas closely related to global education.
- Draft recommendations for districts and schools as they develop and implement curriculum to prepare their students for college and careers.

### II. 2012-2013 WORK OF THE COUNCIL

The work of the Council centered on the role of global education in preparing students for college, careers, and citizenship. The Council developed the essential questions of, "How do we prepare students for engagement in a globally interconnected society, and what does that preparation look like at different stages in PreK-12 education experience?" The Council identified standards-based objectives that correlate to the over-all goal of producing students who are ready for college, careers, and citizenship.

### III. COUNCIL RECOMMENDATIONS (as amended November 2013)

It is the recommendation of the Council that the following be shared with districts and schools to further prepare students for college, careers, and citizenship. The table below provides objectives that are aligned with MA Framework for History and Social Science and the 2011 MA Curriculum Framework for English Language Arts (ELA) and Literacy.

By the end of 3 <sup>rd</sup> grade Students should know and be able to ...	By the end of 5 <sup>th</sup> grade Students should know and be able to ...	By the end of 8 <sup>th</sup> grade Students should know and be able to ...	By the end of 12th grade Students should know and be able to ...
Find the US on a world map.	Recognize non-US currencies and calculate their comparative values.	Identify human rights issues and challenges around the world and agencies in place to support justice and human rights.	Speak and read a few phrases of social interaction and information gathering in one or more languages other than their own.
Know how many countries are represented through the heritage of students' in their classroom.	Identify food supply sources and challenges around the world. Explain where our indoor water supply originates.	Take action to improve an identified need in their local community and see how those actions connect to a global solution.	Describe the differences and sociology/history of patterns of immigration, emigration, and migration around the world.

By the end of 3 <sup>rd</sup> grade Students should know and be able to ...	By the end of 5 <sup>th</sup> grade Students should know and be able to ...	By the end of 8 <sup>th</sup> grade Students should know and be able to ...	By the end of 12th grade Students should know and be able to ...
Explain what continents are and where they are on a world map.	Compare their school day and family life with that of other students around the world.	Apply for a passport. Explain the rationale of customs forms and why certain restrictions are in place.	Explain multiple perspectives in comparative theologies.
Explain the government of their own town, city, village.	Define how global weather patterns affect human geography.	Describe how everyday products are made and how they can be recycled.	Recognize and describe the function of international agencies for human rights, banking, health, and environmental issues.
Identify and respect the cultural (music, art, holidays, food) contributions of cultures other than their own.	Identify and respect the cultural contributions (music, art, holidays, food) of cultures other than their own.	Identify and respect the cultural contributions (music, art, holidays, food) of cultures other than their own.	Identify and respect the cultural contributions (music, art, holidays, food) of cultures other than their own.

The Massachusetts Curriculum Framework for ELA and Literacy includes descriptions of The Literate Person of the Twenty-First Century and The College and Career Ready Student. The statements are below.

*The Literate Person of the Twenty-First Century*

As a natural outgrowth of meeting the charge to define college and career readiness, the standards also lay out a vision of what it means to be a literate person in this century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. Students who meet the standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. *2011 Massachusetts Curriculum Framework ELA and Literacy, page 3*

*They (students) come to understand other perspectives and culture.*

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own. *2011 Massachusetts Curriculum Framework ELA and Literacy, page 9*

The Council also recommends a consideration of the Ukrainian Genocide when a working group is formed to review and revise the social studies curriculum framework. Maria Walzer, a

member of the Ukrainian Congress Committee of America and Education Director for the Holodomor Awareness Committee, had arranged for a 15 minute presentation on the Ukrainian Genocide at the April meeting. Consensus of GEAC members was to support the consideration of this historical event when revision takes place.

#### **IV. COUNCIL DETAILS**

**Department Administrator:** Susan Wheltle, Director, Office of Literacy and Humanities

**Department Council Liaison:** Karen P. White, Office of Literacy and Humanities

**Chairperson(s):** Thomas Gwin, Principal, Winchester High School

##### **Members of the 2012-2013 Advisory Council:**

Paul Beran, Egypt Forum Program, Harvard University

Phyllis Dragonas, Deputy Superintendent (retired), Melrose Public Schools

Timothy J. Farmer, Assistant Superintendent, Sharon Public Schools

Thomas Gwin, Principal, Council Chair, Principal, Winchester High School

Ariel Libhaber, Assistant Director, Boston-Haifa Connection of the Combined Jewish Philanthropies of Greater Boston

Patrick J. Loconto, Interpreter, Fallon Clinic, Worcester

Mary H. McCarthy, Principal, Hudson Public Schools

Nancy Mirra, Foreign Language Dept. Chair, Masconomet Regional School District

Donna Dixon Paolini, Director of Administration, Curriculum and Grants, Bridgewater-Raynham Regional School District

Craig J. Perrier, Teacher, US History and Introduction to Psychology, Billerica Public Schools

Patricia Puglisi, Assistant Principal of Curriculum and Instruction, Reading Public Schools

Marylee F. Rambaud, Associate Professor, Boston University

Jane E. Rizzitano, Department Head of Foreign Language, Brockton Public Schools

Jalene Tamerat, Teacher, Josiah Quincy Upper School, Boston

Rosemary Vickery, Principal, John F. Kenney Middle School, Natick Public Schools

Elaine Cawley Weintraub, History Department Head, Martha's Vineyard Regional High School

Ginny Zaid, School Psychologist, Randolph Public Schools

Pei Zhang, Global Director, U.S. China Scitech Education Promotion Organization

##### **Council Meeting Dates:**

December 12, 2012, February 27, 2013, April 24, 2013

**INTERDISCIPLINARY HEALTH EDUCATION & HUMAN SERVICES/LIFE  
MANAGEMENT SKILLS ADVISORY COUNCILS  
Annual Report  
June 2013**

**I. INTRODUCTION**

This year, the Interdisciplinary Health Education and Human Services Advisory Council (IHEHSAC) and the Life Management Skills Advisory Council (LMSAC) were consolidated into one advisory council (the Council). Prior to the merge, the IHEHSAC was charged with focusing on ways that schools can address health issues both through educational approaches (health education, physical education, family/consumer sciences) and school health services (school nursing, counseling, and other mental and social services). The LMSAC was charged with focusing on the skills and information necessary for individuals to become responsible, independent learners and productive members of society.

Due to staff transition at the Department and issues related to the merge of the two respective councils, the Council met one time during the 2012-2013 school year and discussed three key areas: (1) Advisory Council membership needs, (2) initial priorities for the merged Council, and (3) physical education and physical activity in schools.

**II. 2012-2013 WORK OF THE COUNCIL**

During the meeting, members gathered to begin discussions related to the work of the newly merged Council. The following items were addressed:

1. Advisory Council Membership

The Council discussed the need for the membership to adequately reflect the intention of both the IHEHSAC and the LMSAC. Current membership does not fully represent the intention of either council. In addition, the Council was notified that three members would no longer be able to continue their service: Katherine Kelly, Mary Ellen Kirrane, and Cindy Rice.

2. Determining Priorities of the newly merged Council

The Council discussed the previous work of both councils. A toolkit, *18 for 18s – A Guide to Entering Adulthood Responsibly*, was introduced to the Council by representatives of the previous LMSAC. The document is intended to assess a high school student's mastery of 18 essential life skills. The Council intends to further review the toolkit in the upcoming year.

The IHEHSAC members discussed promoting and supporting comprehensive school health education along with increasing physical activity and physical education in schools as a priority. Members of both respective councils discussed the importance of providing students with the knowledge and skills necessary to become health literate, physically literate, financially literate, and prepared for the 21<sup>st</sup> Century.

A continued discussion related to priorities will occur during the 2013-2014 school year. The discussion will include determining strategies for ensuring students graduate from high school, college and career ready.

3. Physical Education and Physical Activity in Schools

The Council reviewed the draft report *Massachusetts Best Practice Guidelines for School-Related Physical Education and Physical Activity*. Further discussion included addressing this

issue by providing professional development across the Commonwealth, developing guidelines, and frequently-asked-questions documents, and developing Power Points that could be used by school or district groups.

### III. COUNCIL RECOMMENDATIONS

The Council recommends:

- A review of current membership and the addition/recruitment of new members to fill the vacancies.
- Additional meetings during the 2013-2014 in order for the Council to be proactive and productive.
- Further discussion related to the integration of the IHEHS and the LMSAC in order to ensure that the intention of both advisory councils is fulfilled.
- The development of a comprehensive strategy to promote physical education and physical activity in schools. This is to include professional development for school professionals and educators and the development and release of supporting materials.
- Renewed progress on the revision of the *Comprehensive Health Curriculum Framework*. This will allow Comprehensive Health Education, Physical Education, and Family/Consumer Sciences educators to teach from updated, relevant, and rigorous standards.

### IV. COUNCIL DETAILS

**Department Administrator:** Kathleen Millett, Director, Office for Nutrition, Health, and Safety

**Department Liaison:** Holly Alperin, Office for Nutrition, Health, and Safety

**Chairperson:** Thomas Zaya, Health & Wellness Department Head, Reading Memorial High School

#### **Members of the 2012-2013 Advisory Council:**

Patricia Boland, Health Educator, Monument Valley Regional Middle School

Mary Connolly, Program Chair for Health/Family and Consumer Science, Cambridge College

Jennifer Davis Carey, Executive Director, Worcester Education Collaborative

Patricia Dandrea, Health and Physical Education Department Head, Smith Vocational & Agricultural High School

Deborah Del Dotto, Associate Director of Education, Collaborative for Educational Services

Katherine Kelly, Health Educator, Easton Public Schools

Christine Kenney, Department of Youth Services

Mary Ellen Kirrane, K-8 Wellness Department Head, Brockton Public Schools

Carol Lewis, Consultant

Cindy Rice, President, Eastern Food Safety

Janet Schwartz, Department of Consumer Sciences Chair, Framingham State University

Christina Scirica, MD, Instructor and Pediatrician, Harvard Medical School & Massachusetts General Hospital for Children

Anne Sheetz, Director of School Health Services, Massachusetts Department of Public Health

Arlene Tierney, Adjunct Professor, American International College

Cynthia Tomlin, School Nurse, Ditson Elementary Schools

Thomas Zaya, Health & Wellness Department Head, Reading Memorial High School

**Council Meeting Date:** June 11, 2013

**MATHEMATICS AND SCIENCE ADVISORY COUNCIL**  
**Annual Report**  
**June 2013**

**I. INTRODUCTION**

This year, two charges were presented to the Mathematics and Science Advisory Council:

*Recommend key elements or components of science, technology, engineering, and mathematics (STEM) career readiness and how those can be incorporated into relevant Department programs and resources (e.g., curriculum unit development, prototype assessment tasks).*

*Recommend a definition of, or key elements or components to include in a definition of “College and Career Readiness” for Science and Technology/Engineering.*

The Council reviewed the Massachusetts definition for college and career readiness provided on the Department’s web site and discussed what elements needed to be incorporated into the definition to support and strengthen STEM college and career readiness for all students. A review of STEM related college and career readiness statements from other states, documented research reports, and the proposed definition in the January draft of the *Next Generation Science Standards* (NGSS) were also discussed. The Council developed recommendations to support both of these charges based on this information, previous work of the Council, and discussions on the need for college and career readiness that includes STEM preparedness for both college and career paths as well as the life skills required for living in a continually advancing technological-based society.

**II. 2012-2013 WORK OF THE COUNCIL**

To date, discussions of college and career readiness have focused on mathematics and English language arts. As states, including Massachusetts, seek to improve the quality and rigor of their standards in other subjects, the discussion has expanded to include science, technology, and engineering. This discussion must take into account the context provided as a result of the development of the Common Core State Standards (CCSS) while acknowledging the unique nature of science and its increasingly critical role in the future of our society and economy.

The *Massachusetts Definition of College and Career Readiness* defines a set of learning competencies, intellectual capacities, and experiences essential for all students to become lifelong learners; positive contributors to their families, workplaces, and communities; engaged citizens of a global 21st century; and to successfully complete entry-level, credit-bearing college courses, participate in certificate or workplace training programs, and enter economically viable career pathways. This definition provides a common foundation on which to coordinate college and career readiness initiatives to align K-12 and higher education efforts. The current definition reads as follows: “*Being College and Career Ready means that an individual has the knowledge, skills, and experiences necessary for success in postsecondary education and economically viable career pathways in a 21st century economy.*”

The justification for this definition states that all high school students should develop a foundation in the range of academic disciplines identified in the MassCore course of study, build competencies for workplace readiness, and focus on applying academic strategies to problem solving in diverse professional and life contexts, appropriate to individual student goals.

To recommend a STEM component to this definition, the Council sought foundational information upon which to build recommendations on key elements or components of STEM college and career readiness. Presentations from Department staff provided information on the Task Force on Integrating College and Career Readiness (ICCR) that was charged to look at a comprehensive approach for career readiness and several issues facing districts working to provide career readiness to every student. Such issues include: lack of testing for career readiness, such as through portfolios or others forms of assessment; training of guidance counselors to improve their knowledge on careers readiness; need to improve the knowledge and provide new experiences and skills for teachers in career readiness; and the lack of deep engagement (real-world application) in STEM in instruction. The Massachusetts Department of Higher Education also engaged the Council in a discussion on “What is meant to be college ready?” and “What is meant to be career ready?”

A review of reports developed by other states and draft NGSS documents provided information on STEM College and Career Readiness definitions adopted by other states. These reports included the *STEM Index – Defining STEM for Florida*; the U.S. Department of Commerce Report, *STEM: Good Jobs Now and For the Future*; the MA Department of Higher Education’s Vision Project report, *TIME TO LEAD: The Need for Excellence in Public Higher Education*; excerpts from the President’s Council of Advisors on Science and Technology (PCAST) report, *Prepare and Inspire: K-12 Science, Technology, Engineering, and Math (STEM) Education for America’s Future*; Achieve newsletters; and the January draft release of the NGSS.

In addition to reviewing college and career readiness definitions, the Council considered key elements or components of STEM college and career readiness that could be incorporated into relevant Department programs and resources.

### **III. COUNCIL RECOMMENDATIONS**

**Recommendation 1:** STEM college and career readiness needs to include students having experience with hands-on, inquiry-based experiences and lab work from pre-K to 12. These experiences need to be provided throughout a student’s school career as a spectrum with both vertical and horizontal integration of content and development of science practices.

**Recommendation 2:** Massachusetts needs to take steps to ensure that there are enough qualified STEM teachers. Thus, there needs to be collaboration and communication with MA institutions of higher education to increase the number of teachers who are qualified to teach STEM in elementary, middle, and high schools and incentives provided for pre-service teachers to pursue science and math certification.

**Recommendation 3:** The Department should broaden communication to provide examples of curriculum units and high school courses. The Department should also keep districts aware of local, state, regional, and national resources for STEM curriculum materials, programs, professional development models, and college and career readiness opportunities. These should include resources from national scientific organizations, government agencies, professional associations, institutions of higher education, informal non-profit organizations, business, and corporate resources (such as biomedical or engineering firms and scientific institutions). The Department should utilize state collaborative organizations such as the regional STEM Networks to provide opportunities for collaboration, resource sharing, and networking for STEM educators and leaders.

**Recommendation 4:** Each district should have a designated STEM proponent to provide leadership and work with administration to identify resources for STEM college and career readiness and to develop a positive attitude and support for STEM within the administration.

**Recommendation 5:** Professional development is needed for teachers to support their ability to teach STEM content courses across pre-K to 12. This professional development needs to include content-rich learning opportunities that also incorporate pedagogy (how to translate the content in to classroom investigations).

**Recommendation 6:** Building on the Massachusetts Definition of College and Career Readiness, the Council recommends the following definition of STEM College and Career Readiness:

- A) *Being STEM college ready means that an individual has the knowledge, skills, and experiences necessary for success in STEM college majors in preparation for careers in science, technology, engineering, and mathematics in a 21<sup>st</sup> century economy.*
- B) *Being STEM career ready means that an individual has the knowledge, skills, and experiences necessary for success in entry level positions in science, technology, engineering, and mathematics jobs or career pathways requiring further education training in a 21<sup>st</sup> century economy.*

**Recommendation 7:** High schools should provide courses that enable students to develop the necessary content knowledge and STEM practices needed to be successful in STEM college majors or careers by including courses that enable students to master the scientific practices outlined in the *NGSS* and mathematical practices outlined in the *Massachusetts Curriculum Framework for Mathematics*.

**Recommendation 8:** School districts need to ensure that both vertical and horizontal integration of STEM content is provided within their curriculum *and* that teachers are aware of how these work within the system from K-12.

**Recommendation 9:** As assessments are developed for the forthcoming revised Science and Technology/Engineering Standards, they should include testing modes compatible with the science practices.

#### **IV. COUNCIL DETAILS**

**Department Administrator:** Jacob Foster, Acting Assistant Director, Office of Mathematics, Science, and Technology/Engineering

**Department Council Liaison:** Meto Raha, Office of Mathematics, Science, and Technology/Engineering

**Chairperson:** Ms. Sandra Ryack-Bell, Executive Director, Museum Institute for Teaching Science

#### **Members of the 2012-2013 Council:**

Robert Akie, Co-Department Head, Mathematics Department, Franklin High School

Dr. Kathleen Bodie, Superintendent, Arlington Public Schools

Dr. Andrew Chen, President, EduTron Corporation

Sharon DiCicco, Math Teacher & MCAS Tutoring Coordinator, Ashburnham-Westminster Public Schools

Mr. Mark Duffy, Mathematics Department Chair, Pembroke Public Schools

Dr. Solomon Friedberg, Chairman, Professor of Mathematics, Boston College

Mr. Mark Johnston, Math and Science Teacher, Lynn Public Schools



Ms. Christyna Laubach, Department Chair and Teacher, Lenox Public Schools  
Dr. Eileen Lee, Executive Director, Math for America Boston  
Ms. Judy Moore, Elementary Teacher, Harvard Public Schools  
Mr. John Mosto, Physics & Math Teacher, Chelmsford Public Schools  
Mr. Josh Mower, Mathematics Teacher, Lynn Public Schools  
Ms. Lauren Provost, Department of Education, University of New Hampshire  
Ms. Sandra Ryack-Bell, Executive Director, Museum Institute for Teaching Science

**Council Meeting Dates:**

November 1, 2012, January 24, 2013, March 21, 2013

**PARENT AND COMMUNITY EDUCATION AND INVOLVEMENT ADVISORY  
COUNCIL  
Annual Report  
June 2013**

**I. INTRODUCTION**

The Parent and Community Education and Involvement (PCEI) Advisory Council was charged to: *Document the family role in helping children become college and career ready continuously across a student's life beginning in infancy and extending through college and career preparation programs by identifying effective family and community engagement in early education; elementary school; and middle and high school settings.*

**II. 2012-2013 WORK OF THE COUNCIL**

The first meeting of the PCEI was an organizational one in which members discussed the charge and framed its work for subsequent meetings. The PCEI decided that the specific outcomes related to the charge that the PCEI would achieve would be:

- Demonstrate the value of family roles and the importance of family engagement in students' education
- Help schools and districts enhance their family and community engagement
- Promote the *Massachusetts Family, School, and Community Partnership Fundamentals (Fundamentals)* and support their integration into existing assessments, programs and systems to build capacity and support student achievement

The PCEI decided to designate the focus of each of its three subsequent meetings on one of three student age spans: early childhood, elementary school, and middle/high school. The framework the PCEI used in the discussion of family roles comes from a three part research briefing from Harvard Family Research Project called *Family Involvement Makes a Difference*<sup>3</sup> The processes of parenting, home-school relationships, and responsibility for learning outcomes were identified as processes that aid in promoting positive child outcomes also identified in those reports.

During the subsequent three meetings, discussions of the role families can play in their children's education had several common themes across the three student age spans:

- Families do not have to physically step into the school or classroom in order to be engaged in their children's education. Engagement is not just getting parents physically into the building; it also involves all that parents do at home to support their child's learning. How can schools support the learning that goes on at home? How can schools reach out to families in familiar and comfortable places in the community?
- Concerns over security and safety issues of children in schools could potentially increase barriers to family and community engagement in schools. Parents may feel shut out of the system and have limited access to schools as reflections of recent school violence.
- Acquisition of developmentally appropriate social and emotional skills is critical for the academic success of children and youth of all ages. Families and school personnel should partner and share responsibility for supporting students in their social and emotional growth.

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<sup>3</sup> <http://www.hfrp.org/publications-resources/publications-series/family-involvement-makes-a-difference>

The PCEI members began compiling easily accessible resources for families and educators focusing on the family roles in the three family involvement processes across each student age span. These resources are all available on the internet and would be useful for parents, families, educators, and administrators in learning about latest research, exemplary practices, and diversity of possible family engagement activities. This resource list needs further annotation and additions as new resources become available. It was suggested that this resource list be made available on the Department's web site.

The PCEI welcomed several visitors to its meetings: Matthew Nixon (Office of Educator Policy Preparation and Leadership), Barbara Dee (Department), ML Nicols (parent, participant in the Moms Congress, author of *The Parent Backpack for Kindergarten through Grade 5*), Liane Hypolite (student at Harvard Graduate School of Education), and Coren Egan (Title I Coordinator at Cape Cod Regional Technical High School). Visitors were invited to participate in the discussions at each meeting and they added interesting perspectives to the conversations.

Barbara Dee presented a PowerPoint on the Parent Involvement Survey developed and distributed by the Office of Special Education Planning and Policy at the October meeting. She discussed the data collected to date, the low return rate from districts, and how districts could use these data to inform their family engagement practice. PCEI members provided suggestions of ways districts could increase family responses to the survey, including:

- Create multiple pathways for parents to complete the survey
- Personal contact with parents asking them to complete survey
- Give parents access to school computers (for survey) during an evening event or throughout the day in the office/library/computer center
- Go where the families are: churches, community centers, health centers
- Provide incentives for families to respond

The PCEI worked throughout the course of the year on an outstanding agenda item from the previous year, alignment of the *Fundamentals* with the Massachusetts Model System for Educator Evaluation for superintendents, school-level administrators, teachers, and specialized instructional support personnel. Elements of each indicator under the Standard for Family and Community Engagement in the rubrics for educator evaluation were aligned with corresponding Indicators and Levels of Implementation in the *Fundamentals*. This "crosswalk" can be used by school personnel as a way of documenting evidence of proficiency and identifying strategies that school personnel could use to enhance and expand their engagement practice with families and the community. Formatting into a concise accessible structure is the last step in completing this work; it is anticipated that it will be ready for the Department in September, 2013.

Finally, in May, PCEI members were invited to participate in a conference call facilitated by the PCEI chair at the request of Kathryn Gabrielle of the Department's Office of Educator Policy, Preparation, and Leadership. The focus of the conversation was examining the feasibility of including parental feedback as evidence in documenting performance of educators, administrators, and other school personnel as part of the Massachusetts Model System of Educator Evaluation.

### **III. COUNCIL RECOMMENDATIONS**

1. The PCEI strongly recommends that the Commissioner and the Board allow additional members to join the PCEI for the upcoming 2013-2014 school year. The advisory council would benefit from new members who can share their various perspectives, insights, and

expertise. There are a number of PCEI members, including the chair, whose tenure will end after the 2013-2014 term.

2. The PCEI recommends that it complete and finalize during the next school year the resource list of family roles across the three student age spans. This would be a valuable tool for parents, educators, and administrators as they work to enhance family and community engagement practice in their schools and districts.
3. The PCEI recommends it finalize its work on documenting the alignment of the *Fundamentals* with the Family and Community Engagement Standard included in the Massachusetts Model System for Educator Evaluation. The *Fundamentals* include descriptions of family and community engagement practices, various levels of implementation, and strategies to integrate family engagement into the culture of the school and district. The “crosswalk” will provide examples of research-informed practice for superintendents, school-level administrators, teachers, and specialized instructional support personnel to help them reach proficient and exemplary levels of performance in engaging families and communities.
4. The PCEI recommends that it develop and provide to the Department suggestions on website content that would update and make user-friendly information on family and community engagement. The resource list of sources of information about family roles in education compiled by the PCEI should be included. Members offered to research other state agency education websites as comparison and to suggest ways to consolidate what already exists on the Department’s website to one obvious, easily accessible entry point for families and educators.

#### **IV. COUNCIL DETAILS**

**Department Administrator:** Anne Serino, Director, Adult and Community Learning Services  
**Department Liaison:** Kathleen Rodriguez, Office of Adult and Community Learning Services  
**Chairperson:** Margaret O’Hare, Family and Community Engagement Team at the Federation for Children with Special Needs

##### **Members of the 2012-2013 Advisory Council:**

Kimberly M. Artez, Parent, Lead Teacher, Bay Cove Early Intervention  
Evelyn Bouley, Title I/MCAS Assistant: Greater New Bedford Regional Vocational Technical School  
Kristine Coffey-Donahue, Parent, Attorney, Law Office of Kristine D. Coffey-Donahue  
Clayton L. Connor, Assistant Principal, Deerfield Public Schools  
Patricia Gorham, Director of SOAR, Swampscott Public Schools  
Abigail C. Hanscom, Director of Student Services, Westwood Public Schools  
Marilyn Hughes, Regional Manager, Cape Cod Child Development  
Kim Hunt, Parent, former President, Massachusetts Parent Teacher Association  
Kathleen Jones, President, CEO and Founder, TTT Mentor Program, Cambridge  
JoAnne McCormick, Director of Guidance, Dedham Public Schools  
Kathleen Meagher, Transition Specialist/Clinical Psychologist, Shore Educational Collaborative/Lynn Community Health Center  
Brian Middleton-Cox, Principal, Harry Lee Cole School, Boxford  
Margaret O’Hare, Family and Community Engagement Team at the Federation for Children with Special Needs  
Stuart Peskin, Executive Director, Title I Dissemination Project, Inc.  
Michelle Sylvaria, Humanities Department Head, Morton Middle School, Fall River  
**Council Meeting Dates:**  
October 25, 2012, December 13, 2012, January 24, 2013, April 11, 2013

# **RACIAL IMBALANCE ADVISORY COUNCIL**

## **Annual Report**

**June 2013**

### **I. INTRODUCTION**

The Racial Imbalance Law (M.G.L. c. 15 §1I) affirmed that the legacy of racial discrimination carries long-term consequences. The Racial Imbalance Advisory Council remains concerned with integration in preK-12 public schools, and is committed to improved educational outcomes for all students. Enduring disparities persist for students in the Commonwealth [hereinafter “MA”], and RIAC’s mission is to raise awareness and address such inequities.

### **II. 2012-2013 WORK OF THE COUNCIL**

In responding to the charge: “What preparatory procedures, activities, and policies will be helpful for the appropriate development of college and career readiness among children of color,” RIAC researched practices that promote racial integration/equity and reduce racial isolation and concentrated poverty.

### **III. COUNCIL RECOMMENDATIONS**

RIAC’s 2012-2013 recommendations were informed by the Equity and Excellence Commission’s (EEC) recent report to the U.S. Department of Education (USED).<sup>4</sup> Taken as a whole, the report signifies a shift from traditional accountability structures to more individualized, support-based reform strategies that are strongly rooted in equity.<sup>5</sup> RIAC strongly recommends that the Department systematically review its policies and strategies to assess their alignment with this report.

Given RIAC’s focus on integration, the Council’s report deals with two broad policy recommendations and related preparatory procedures.<sup>6</sup> If they are well-designed and vigorously implemented, RIAC believes that the following two policy shifts will greatly enhance college and career readiness for public school students in MA:

1. The Department should “honestly and firmly confront the toll taken by concentrated poverty”<sup>7</sup> and racial isolation by taking affirmative and aggressive steps to reduce racial and poverty concentration in Massachusetts’ schools.

#### Equity and Excellence Commission Recommendation:

The Commission’s report repeatedly recognizes the challenges associated with concentrated poverty in schools, recommending that the USED, “provide incentives for states to explore and pursue ways to reduce the number of schools with concentrated poverty, because schools without concentrated poverty cost less to run than schools with concentrated poverty.”<sup>8</sup>

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<sup>4</sup> For Each and Every Child (2013), at <http://www2.ed.gov/about/bdscomm/list/eec/equity-excellence-commission-report.pdf> [hereinafter “EEC Report”]

<sup>5</sup> The Equity and Excellence Commission’s report offers a five-part framework to guide policymaking, covering: 1) equitable school finance systems; 2) teachers, principals, and curricula; 3) early childhood education; 4) mitigating poverty’s effects; and 5) accountability and governance.

<sup>6</sup> See, e.g. Losing Ground: School Segregation in Massachusetts (2013), at <http://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/losing-ground-school-segregation-in-massachusetts>.

<sup>7</sup> Equity and Excellence Commission Report, pg. 15-16.

### Supporting Data and Research:

- Students of color in Massachusetts' primary schools are more likely to attend high-poverty schools, despite students' own income levels.<sup>9</sup>
- Both nationally and in Massachusetts, reform efforts focus on improving high-poverty schools, though research suggests that socioeconomic integration is an effective education reform strategy. A study of an inclusionary zoning policy found that low-income students attending low-poverty schools outperformed low-income students attending high-poverty schools, even despite substantial investments in the high-poverty schools.<sup>10</sup>
- The correlation between integration and students' access to high-quality teachers (segregated schools tend to have higher teacher turnover rates and fewer effective teachers) suggests that reducing concentrated poverty might lead to a fairer distribution of high-quality teachers, which are essential to college and career readiness.<sup>11</sup>

We propose the following preparatory procedures and activities:

- Draft policy guidance that: 1) summarizes research about the importance of reducing poverty concentration; and 2) helps schools/districts design plans to deconcentrate poverty.
  - Prioritize creation of interdistrict magnet schools in regions with high poverty concentrations.
  - Provide incentives to low-poverty schools/districts to enroll more low-income students.
  - Encourage equity-minded collaboration between districts and within regions.
  - Incorporate poverty and racial deconcentration strategies into the Department's turnaround policies.
2. Create a sustainable, statewide Integration and Equity Assistance Fund that promotes and incentivizes voluntary integration and the collaborative development of equitable practices, both within and between districts/regions.

### Equity and Excellence Commission Recommendations:

Noting that increasing diversity could and should be a strategic advantage, the Commission also recommended supports and incentives for states and school districts "to pursue legal and feasible means to promote racially and socioeconomically diverse schools." Because "diverse schools can be a benefit to all enrolled students and can help students prepare to live and work productively in a diverse society," the EEC urged policymakers to "continue [supporting] racial diversity as part of a broader equity agenda."<sup>12</sup>

Demographic, political, financial, and practical constraints make it unrealistic to expect integration to happen on a district-by-district basis. Strong state leadership, coordination, and support are essential. We propose the following practices and preparatory procedures, to be vetted by state and local experts, so that solutions are helpful and consistent with long-term integration aims:

- Establish an Equity and Integration Office to provide technical assistance and professional development.

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<sup>8</sup>*Id.*, pg. 19. As previously noted, research consistently demonstrates that segregated schools are, on the whole, far less effective.

<sup>9</sup> According to diversitydata.org, in 2009-10, 54% of MA's Hispanic primary school students, and 45% of MA's Black primary school students attended schools with poverty rates over 75%, compared to 5% of white students and 18% of Asian students.

<sup>10</sup> Housing Policy Is School Policy: Economically Integrative Housing Promotes Academic Success in Montgomery County, Maryland(2010), at <http://tcf.org/work/education/detail/housing-policy-is-school-policy>.

<sup>11</sup> Equity and Excellence Commission's Report, *e.g.* see discussion on pg. 21

<sup>12</sup>*Id.* pg. 35 (emphasis added)

- Create policy guidance that prioritizes equitable student assignment policies and supports districts through the redesign process.<sup>13</sup> In doing so, review and improve upon policy frameworks that emphasize integration (e.g., in CT, MN, and NE), including how financial incentives can encourage voluntary integration.<sup>14</sup>
- Engage in widespread outreach and education efforts, especially among parents/guardians, to raise awareness about the benefits of racial and socioeconomic integration.
- Suggest to districts that information (including promising practices) about Massachusetts' existing magnet schools should be more accessible; and when emphasizing choice, magnet schools should be recognized as an option.
- Work assertively to address the low diversity of the teaching ranks, currently at 7.13% statewide.

RIAC continues to urge the Department to design and conduct an annual opportunity gap analysis, in order to target its limited resources more equitably and effectively. Monitoring systems that evaluate the academic progress and social inclusion of students of color and low-income students help ensure that all students receive effective, quality education that prepares them to graduate and successfully participate in post-secondary education. Below is a link to a recent report about expanding Advanced Placement (AP) access and success for Black students.<sup>15</sup>

#### IV. COUNCIL DETAILS

**Department Administrator:** Susan Whelple, Director, Office of Literacy and Humanities

**Department Liaison:** Lurline Muñoz-Bennett, Office of Literacy and Humanities

**Chairperson(s):** Rachel Bowen Coblyn, Human Resources Assistant Director, Amherst  
Pelham Regional School District

Nealon Jaynes-Lewis, Organizational Representative, Board Member - Steward Board, Bethel

##### **Members of the 2012-2013 Advisory Council:**

Satinder K. Aujla, Science Teacher, Doherty High School, Worcester

Gina J. Chirichigno, Outreach Coordinator, National Coalition on School Diversity

Rachel Bowen Coblyn, Human Resources Assistant Director, Amherst  
Pelham Regional School District

Barbara Fields, Organizational Representative, Black Educators Alliance of MA, Boston

Nealon Jaynes-Lewis, Organizational Representative, Board Member - Steward Board, Bethel

Jose J. Lopez, Law Student, Suffolk University School of Law, Boston

Catherine McCarthy, District Coordinator, Enopi Education SES Provider, Longmeadow

Dr. Kahris McLaughlin, Affirmative Action Officer, Cambridge Public Schools

Robert A. Principe, Consultant

Jenee Palmer Ramos, English Teacher & High School Literacy Project Director, Brookline

Margaret Daniels Tyler, Senior Program Officer, U.S. Special Initiatives, Gates Foundation

##### **Council Meeting Dates:**

November 9, 2012, January 25, 2013, April 5, 2013, June 14, 2013

<sup>13</sup> Joint Guidance on the Voluntary Use of Race to Achieve Diversity or Avoid Racial Isolation in Schools, at <https://www2.ed.gov/about/offices/list/ocr/docs/guidance-ese-201111.html>.

<sup>14</sup> In CT, for example, suburban districts participating in Open Choice (akin to METCO) receive higher reimbursement rates for higher enrollment rates.

<sup>15</sup> The Road to Equity - Expanding AP Access and Success for African-American Students (2013) at <http://broadeducation.org/img/roadtoequity.pdf>

**SCHOOL AND DISTRICT ACCOUNTABILITY AND ASSISTANCE ADVISORY  
COUNCIL (AAAC)  
Annual Report  
June 2013**

**I. INTRODUCTION**

The 15-member Advisory Council on School and District Accountability and Assistance (AAAC) advises the Board of Elementary and Secondary Education on matters pertaining to the development and implementation of the Commonwealth's School and District Accountability and Assistance system. The Council reviews and advises the Department and the Board on the policies and practices of the Centers for Targeted Assistance and School and District Accountability. In the 2012-13 year, the Council continued to advise on Level 3 and 4 school and district planning, planning for the first Level 5 schools, and targeted assistance strategies.

**II. 2012-2013 WORK OF THE COUNCIL**

Overview

As it did last year, the work of the Council continued to reflect the current context in which the Department is focused on implementation of accountability and assistance efforts, rather than on the comprehensive redesign of these efforts. The Council continued to identify important questions and considerations relative to implementation of various initiatives.

Priority areas of focus centered on refining practices and policies that the Council has been helping to develop over the past several years. These areas include:

- District Reviews
- Level 3 District Assistance Efforts
- Level 4 Schools Assistance and Exit Determinations
- Level 5 Schools Planning

Activities

The Council met five times this year. Topics of discussion included:

- District Review Planning
- Level 4 District Accelerated Improvement Plan Process
- Level 4 Schools
  - Learning from Years 1 and 2
  - Sustainability Planning
  - Exit process
- Update on priority Department initiatives:
  - New Accountability Reporting
  - Educator Evaluation
  - Rethinking Equity in the Teaching of English Language Learners (RETELL)
- Coherence among priority Department initiatives



### III. COUNCIL RECOMMENDATIONS

The Council offered specific input on the various topics outlined above. Recommendations include the following:

- **District Reviews.** The Council offered guidance and recommendations on the Department's ongoing work as the agency continues to implement and enhance the district review process, especially given its increasingly limited resources. Based on feedback from the Council last year, the Department presented for discussion various options as alternatives to the comprehensive district review model, including the possibility of conducting targeted reviews in certain circumstances (i.e., with a narrowed focus on a limited set of district standards). The Council recommends that the comprehensive district review process be maintained, while finding efficiencies and cost-savings in the process. The Council also recommends that annual reviews of the lowest performing districts be prioritized, while at the same time ensuring that some number of higher performing districts is also reviewed as a way to capture learning from those districts and ensure statewide accountability. The Council has expressed support for the Department's efforts to ensure that the district review process aligns with assistance efforts.
- **Level 4 Exit Process.** The Council offered input on the Department's early planning efforts related to the Level 4 school exit determination process. Specifically, the Council recommends that the Department emphasize the district systems of support criteria to ensure that schools exiting will be more likely to sustain improvements. The Council recommends that the Department clearly and explicitly document districts' efforts to effectively support turnaround. The Council also offered input on accountability and assistance structures, systems, and implications for schools that exit Level 4 status.
- **Turnaround Sustainability Planning.** The Council offered input on the Department's efforts to support districts with Level 4 schools in their sustainability efforts. The Council communicated strong support for the Department's development of an "Academic Return on Investment" framework and tools for districts to consider practices and programs worth sustaining, while at the same time being clear about the limitations of this kind of analysis since it is not formulaic.
- **Level 5 Schools.** The Council offered recommendations on the Department's planning relative to Level 5 schools, including efforts to pre-empt Level 5 school determinations. The Council recommends strong evaluation, tight oversight, and real accountability of restart operators.
- **Coherence.** The Council received updates throughout the year on priority Department initiatives, including Educator Evaluation and RETELL, and offered general comments. From an accountability and assistance perspective, the Council offered input on ways the Department can assist districts in meaningfully engaging with and ensuring coherence among these and other important initiatives to which they are being held accountable. The Council recommends that the Department be explicit in helping districts make connections between the various initiatives. Members specifically and strongly recommend that the Department identify, document, and find avenues for sharing examples of effective coherence and integration in districts and schools across the state. The Council also strongly recommends that the Department commit to the development of an internal role focused on external communication and messaging.

#### **IV. COUNCIL DETAILS**

**Department Administrator:** Lynda Foisy, Senior Associate Commissioner, Accountability and Targeted Assistance

**Department Liaison:** Erika Werner, Office of Accountability and Targeted Assistance

**Chairperson:** Joe Esposito, Retired CFO, Solid Works; Former EMAC Board Member

##### **Members of the 2012-2013 Advisory Council:**

Mr. Joseph Esposito (Council Chair), Retired CFO, Solid Works; Former EMAC Board Member\*

Dr. David Riley, Executive Director, Urban Special Education Leadership Collaborative, EDC

Beverly Miyares, Professional Development Specialist, Massachusetts Teachers Association\*

Julia Bowen, Executive Director, Berkshire Arts & Technology Charter Public School, (MA Charter Public School Association representative)\*

Elizabeth Freedman, Principal, Greater Lawrence Technical High School, (Massachusetts Secondary School Administrators Association representative)

Jeff Thielman, President, Cristo Rey Boston High School, (MA Association of School Committees representative)

Tari Thomas, Assistant Superintendent, Mahar Regional Public Schools (Massachusetts Elementary Principals Association representative)

Linda Noonan, Executive Director, Massachusetts Business Alliance for Education\*

Anne McKenzie, Executive Director, Lower Pioneer Valley Educational Collaborative\*

Dr. John Portz, Chair, Political Science Department, Northeastern University\*

Laura Perille, Executive Director, EdVestors, BPS Parent\*

Dr. Susan Therriault, Research Analyst, American Institutes for Research\*

Andrew Churchill, Assistant Director, Center for Education Policy, UMass/Amherst\*

Ms. Margaret Doyle, Principal, Thorndyke Road Elementary School, Worcester; (MA Elementary and Secondary School Principals Association Representative)

Dr. Matthew Malone, Superintendent, Brockton Public Schools (MA Association of School Superintendents representative) through February 2012

Meg Mayo Brown, Superintendent, Fall River Public Schools (MA Association of School Superintendents representative) April 2012- present

##### **Council Meeting Dates:**

October 10, 2012, December 12, 2012, February 13, 2013, April 10, 2013, June 12, 2013

\* Members who have completed their Council terms and will be cycling off.

# **SPECIAL EDUCATION STATE ADVISORY COUNCIL**

## **Annual Report**

**June 2013**

### **I. INTRODUCTION**

#### *Executive Summary and Council Charge*

The Special Education State Advisory Council (SAC) has had an active and productive year. As charged by federal and Commonwealth statutes, SAC deliberations and recommendations focus on the Massachusetts State Performance Plan, identifying areas of unmet needs, and developing plan and policy guidance.

The existence, mission, and composition of the Special Education State Advisory Council (SAC) are regulated by federal law and to some extent by the Massachusetts Education Reform Act. The SAC is charged to provide policy guidance to the Department with respect to special education and related services for children with disabilities. The Individuals with Disabilities Education Act of 2004 (IDEA 04) requires that the SAC serve to:

1. Advise on unmet needs within the state in the education of children with disabilities;
2. Comment publicly on proposed rules and regulations involving special education;
3. Advise on evaluating services and developing responsive plans based on evaluation information and data;
4. Advise on developing corrective action plans to address findings identified in federal monitoring reports; and
5. Advise in developing and implementing policies relating to the coordination of services for children with disabilities.

Federal law requires that a majority of the members be parents of children with disabilities or individuals with disabilities. Additionally, the membership must include:

- Representatives of elementary, secondary, and post secondary schools and programs
- Representatives from state agencies involved in child serving activities

### **II. 2012-2013 WORK OF THE COUNCIL**

#### *State Performance Plan (SPP) and Annual Performance Report (APR)*

Under IDEA 2004, all States submitted a six-year State Performance Plan (SPP) in December 2005. Each State is required to submit an Annual Performance Report (APR) that details the state's progress on the twenty indicator areas of the SPP. The SAC discussed federal changes to the indicators, progress on all indicator areas, and provided feedback to the Department on issues related to changes in indicator descriptor, revisions to targets, the use of stakeholder input, public reporting, slippage and progress on specific indicators, and specific challenges related to certain indicators. The SPP and APR can be accessed at <http://www.doe.mass.edu/sped/spp/>.

#### *Identifying Unmet Needs and Advising on Special Education Plans and Policies*

In keeping with the SAC charge to advise on special education plans and policy and identify unmet needs, all SAC meetings included updates from the State Director of Special Education or the Assistant Director of the Office of Special Education Planning and Policy on Department activities as well as reports regarding stakeholder input, concerns, and developments from the "field" by council members. Specific actions included:

1. Endorsed the Massachusetts Tiered System of Support (MTSS) and the Partnership Project (TPP) focus on meeting the academic and non-academic needs of all students.
2. Endorsed the continuation and additional development of Mass FOCUS Academy as a tool for training and professional development.
3. Endorsed continued support for the Inclusive Concurrent Enrollment (ICE) Partnership Programs for Students with Disabilities.
4. Endorsed the Technical Assistance Advisory SPED 2013-1: Post-Secondary Goals and Annual IEP Goals in the Transition Planning Process.
5. Endorsed the Technical Assistance Advisory SPED 2012-2: Improving Data and Practices Regarding Disciplinary Removals of Students with Disabilities.
6. Endorsed active participation of “prospective” council members.
7. SAC representatives met with the PQA Director to discuss issues and provide input on potential complaint resolution communication and process improvements. This led to the development of a complaint form that is accessible online. The new process is scheduled to launch this summer.

### **III. COUNCIL RECOMMENDATIONS**

The SAC recommended continued examination and further discussion on the following concerns related to SPP and APR:

1. Graduation Rates (Indicator #1) and Drop-Out Rates (Indicator #2) discrepancies between disabled and non-disabled students.
2. Data collection challenges and low response levels with Post-School Outcomes (Indicator #14) and Parent Involvement (Indicator #8).
3. The potential implications on individual, child-first focus with target setting for School Age LRE (Indicator #5) and Preschool LRE (Indicator #6).
4. The SAC recommended the Department continue to consider data collected through the SPP indicators and examine how these data should be collected, monitored, and interpreted to improve outcomes and policy.

The SAC identified additional “unmet needs” and critical challenge areas and made recommendations regarding:

1. Implementation of Social and Emotional Learning (SEL) Guidelines. The SAC expressed concern with a lack of guidance on how districts should implement this general education initiative as well as for consideration by IEP Teams.
2. SPED Disability Categories: The SAC recommended consideration of adjustments to disability category definitions in light of changes to the Diagnostic and Statistical Manual of Mental Disorders (DSM).
3. Transition Services and Planning: The SAC recommended that the Department build on the past year’s progress to improve meaningful and individualized transition planning and services.
4. The SAC recommended that additional policy development, communication, and/or child-first guidance for districts and families be provided for:
  - a. Potential impact of changes to DSM on the special education process
  - b. Defining and measuring “effective progress” for the individual student
  - c. Extended school year supports and services criteria
  - d. Interagency collaboration
  - e. Impact of Sequestration and the estimated cuts of approximately 8% to all education programs on supports, services, and outcomes for students with disabilities

5. Homeless Population: The SAC requested continued discussion regarding provision of services to the estimated 4,197 identified homeless students with disabilities and monitoring of the implementation process for new transportation funds.
6. Recommended the Department explore improvements to both process and materials related to informing families about special education processes, procedures, and rights.
7. Recommended continued discussion and development of policy guidance related to identified critical challenge areas of Achievement Gap, Meaningful Inclusion, and Mental and Behavioral Health.
  - a. Achievement Performance Gap: Students with disabilities continued to perform significantly below non-disabled peers on statewide assessments (Indicator #3C).<sup>16</sup>
  - b. Meaningful Inclusion: Best Practices for collaboration between special educators and general educators to ensure meaningful inclusion for students with disabilities.
  - c. Mental and Behavioral Health: Implementing the Social and Emotional Learning (SEL) Guidelines and improving supports for students with mental health and behavioral needs.

#### IV. COUNCIL INFORMATION

**Department Administrator:** Marcia Mitnacht, Office of Special Education Planning and Policy Development (SEPP)

**Department Council Liaisons:** Lauren Viviani and Sarah Whitman, SEPP

**SAC Chairperson:** Jennie DunKley

**SAC Vice-Chairperson:** Julie Sinclair

##### **Members of the 2012-2013 Advisory Council:**

Louis Abbate, Executive Director, Willie Ross School for the Deaf, Massachusetts Association of Approved Private Schools (MAAPS) designee

Jane Buckley, Supervisor, Transition Team Massachusetts Rehabilitation Commission, MRC designee

Ann Capoccia, Coordinator, Child and Adolescent Division Department of Mental Health, DMH designee

Peter Cirioni, State Coordinator, Office for the Education of Homeless Children and Youth, Department of Elementary and Secondary Education

Richard Cotell, Parent Representative, Needham

Perry Davis, Former Superintendent Massachusetts Association of School Superintendents, & New England School Development Council

Mary Dennehy-Colorusso, Procedural Safeguard Coordinator (Early Intervention) Department of Public Health, DPH designee

Jennie H. DunKley, Parent Representative, Council Chairperson, Easton

Alison Fraser, Parent Representative, Marlborough

Nicole W. Grazado, Special Education Team Chairperson, Marblehead Public Schools

Gail Havelick, Director, Benefits Training & Technical Assistance, Massachusetts Department of Public Health, DPH designee

Carla B. Jentz, Executive Director Massachusetts Administrators for Special Education, ASE representative

Christine Kenney, Director of Educational Services, Massachusetts Department of Youth Services, DYS designee

Betsey H. McKeon, Director of Special Education, Massachusetts Urban Project designee

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<sup>16</sup> See excerpt from *Spring 2012 MCAS Tests: Summary of State Results*, pages 19-20, Tables 14-16. Full report available at <http://www.doe.mass.edu/mcas/2012/results/summary.pdf>

Mary Murray, Alternate Department of Youth Services, DYS designee  
Evelyn Nellum, Policy Specialist, Department of Early Education and Care, DEEC designee  
Susan E. Rasicot, Director of Special Education, Foxborough Regional Charter School, Charter  
School representative  
Julie Sinclair, Director of Special Projects, Federation for Children with Special Needs, FCSN  
representative, Council Vice Chairperson  
Susan Stelk, Director of Education Department of Children and Family Services, DCF designee  
Nancy Sullivan, Executive Director, The Education Collaborative (TEC), Massachusetts  
Organization of Educational Collaboratives designee

**Council Meeting Dates:**

October 9, 2012, November 13, 2012, December 11, 2012 (steering committee), March 12, 2013,  
May 14, 2013

We would like to thank Marcia Mittnacht, Massachusetts State Director of Special Education,  
Teri Williams Valentine, Special Education Planning and Policy Assistant Director, and Lauren  
Viviani and Sarah Whitman, the Department SAC liaisons, as well as Madeline Levine, Office of  
Tiered System of Supports Director, for their invaluable participation in our meetings as well as  
their work to support activities between meetings.

# **TECHNOLOGY/ENGINEERING EDUCATION ADVISORY COUNCIL**

## **Annual Report**

**June 2013**

### **I. INTRODUCTION**

The Technology/Engineering Education Advisory Council met with the Mathematics and Science Education Council for the first meeting of the year. The two Councils were given the following charges for 2012-2013:

Charge 1: Recommend key elements or components of science, technology, engineering, and mathematics (STEM) career readiness and how those can be incorporated into relevant Department programs and resources (e.g., curriculum unit development, prototype assessment tasks)

Charge 2: Recommend a definition of, or key elements or components to include in a definition of "College and Career Readiness" for Science and Technology/Engineering

Technology/Engineering is a core academic science class and reflected in the MassCore recommendation for high school graduation. The inclusion of Technology/Engineering standards in the core academic science framework defines technology/engineering education as a content area. A technology educator who teaches a core academic course aligned to the state technology/engineering standards is required to meet the same expectations for teaching any core academic course.

Members of both Councils met collectively at the first meeting and elected to meet separately for the next two meetings. Since both Councils are part of the STEM initiative, the separation created a challenge in communication and dissemination of information; both groups have shared educational practices, STEM classroom models, and STEM professional development opportunities. Therefore, the Technology/Engineering Advisory Council recommends that the two Councils be merged and renamed the STEM Advisory Council going forward. The Council believes this will result in a better and more cohesive final product from the Advisory Council in alignment with Technology/Engineering classes as one of the core academic STEM content areas.

### **II. 2012-2013 WORK OF THE COUNCIL**

Keith Westrich, of the Department, spoke about the Task Force for the Integration of College and Career Readiness that was charged to look at a comprehensive approach for career readiness. Keith discussed some of the issues facing districts to provide career readiness to every student. Keith provided an overview of tools to help build a curriculum supporting career readiness and work-based study. Sue Lane, of the Department of Higher Education, discussed progress underway to articulate a state definition of college and career readiness. At the second and third meetings, the Technology/Engineering Council worked in three smaller work groups to develop responses to the charges for elementary, middle, and high school levels.

### **III. COUNCIL RECOMMENDATIONS**

Technological literacy is imperative to strengthening Massachusetts' future. The Council believes investing in technology/engineering education is critical to creating a workforce that meets the needs of an increasingly technologically dependent society. Technology/engineering education is

a pathway that will prepare a student for both college and career readiness. From the technology/engineering education perspective, the knowledge, skills, attitudes, and experiences developed from participation in such curricula build a deep understanding of STEM subjects and prepare students for society and the technological world. Technology/engineering education inherently includes 21<sup>st</sup> century skills such as collaboration, effective listening, presentation, creativity, and problem solving, which provide all students with the key elements needed to be successful in college and in a career. A quality technology/engineering curriculum is unique as it provides integration of mathematics and other sciences in designing, building, and creating prototypes and models.

Charge 1: the Council recommends that the Department:

1. Support technology/engineering education as an integral part of pre-service elementary educators training.
2. Provide continuing education opportunities for teachers to stay abreast of technology and engineering educational trends.
3. Develop a concise standard vocabulary (i.e., lexicon or language) for engineering fields, engineering practice, and technology/education terms to be used consistently throughout the K-12 curriculum.
4. Provide curriculum coordination and scaffolding across K-12 grade levels to ensure that technology/engineering experiences are being introduced and are accessible to all students throughout their educational experiences.
5. Create programs that expose students to the engineering design process, materials, tool utilization, and critical thinking skills required to solve career and college problems and tasks.
6. Develop a problem-solving based curriculum with a goal to design a technology-based solution or product. Emphasize the engineering practices and the use of mathematics, science, technology, social studies, and English language arts skills in the engineering problem solving process.
7. Develop assessment methods for students' work that include not only the resulting technological solution that is designed, but also the reasoning behind students' design decisions.
8. Develop curricular experiences to aid student understanding of the human-constructed environment in which they are living.
9. Provide opportunities for technology/engineering students at the high school level so they are able to explore the many facets of engineering available at the collegiate level (e.g., encourage potential engineering students to pursue advanced mathematics and physics).

Charge 2: the Council recommends college and career ready students in technology/engineering be academically prepared to:

1. Apply cross-disciplinary analytical problem solving to real-world situations.
2. Apply knowledge of math, history, and other core subjects in a problem solving context.
3. Effectively communicate, document, and defend technical decisions.
4. Solve real world problems by manipulating elements of the physical world.



#### **IV. COUNCIL DETAILS**

**Department Administrator:** Jacob Foster, Acting Assistant Director, Office of Mathematics, Science, and Technology/Engineering

**Department Liaison:** Meto Raha, Office of Mathematics, Science, and Technology/Engineering

**Chairperson(s):** Ms. Susan Sanford, Technology/Engineering Teacher, Worcester Public Schools

**Members of the 2012-2013 Council:**

Denise Barlow, Technology/Engineering Teacher, Framingham Public School

Sarah Calla, Technology/Engineering Teacher, Methuen Public Schools

John J. DeCicco, Technology/Engineering Teacher, Oakmont Regional Schools

Patricia Hogan, Associate Professor, Suffolk University

Scott Jewell, Technology/Engineering Teacher, Ipswich Public Schools

Matt McGee, Assistant Professor, Fitchburg State University

David Patrick, Technology/Engineering Teacher, Somerset Public Schools

Ms. Susan Sanford, Technology/Engineering Teacher, Worcester Public Schools

Joseph Ramos, Technology/Engineering Teacher, Somerset Public Schools

Sharlene Yang, Professional Development Director, Museum of Science

**Council Meeting Dates:**

November 1, 2012, January 24, 2013, and March 21, 2013

# VOCATIONAL TECHNICAL EDUCATION ADVISORY COUNCIL

## Annual Report

June 2013

### I. INTRODUCTION

In Massachusetts, vocational technical education (VTE), which includes agricultural education, has a history of more than one hundred years of serving the needs of students through a relevant, meaningful, and rigorous career focused approach that adapts to and evolves with the needs of the local, state, national, and global economies. The unique strength of this educational model continues to be business/industry/registered apprenticeship partnerships that exist for every VTE program through Program Advisory Committees. The VTE community is grateful for the support it receives from Program Advisory Committee members concerning curriculum relevance, emerging trends in industry, prioritization of capital equipment needs, scholarships, donations, and cooperative education/career placement opportunities for students. This model design ensures that students are prepared with the skills necessary for success in the 21<sup>st</sup> century.

The Vocational Technical Education Advisory Council represents the interests of 45,294 students in over 700 M.G.L. Chapter 74 (Chapter 74) state-approved vocational technical education (VTE) programs in 68 school districts. The Council met five times during the 2012-2013 school year moving its meetings around the state in order to visit regional vocational high schools, agricultural high schools, and comprehensive high schools that offer vocational programming. The Council worked on the following priorities:

- Promote equitable, fair, and educationally sound state licensing opportunities for students enrolled in Chapter 74 cosmetology programs.
- Promote the development and implementation of a linkage model between secondary-level VTE and postsecondary education in community colleges and registered apprenticeship programs.
- Promote a system of equitable access to VTE programming that is fair to students, schools, and municipalities
- Promote methods to ensure that VTE programming is supported to address current industry needs.
- Promote the development and implementation of a Certificate of Occupational Proficiency credential for students that will be valued by stakeholders, based on the standards contained in regularly updated VTE Frameworks, documented through a state-of-the-art competency tracking system, and that will include the attainment of Industry Recognized Credentials, where appropriate.

### II. 2012-2013 WORK OF THE COUNCIL

**Cosmetology Student Licensure:** The Council has continued to seek a solution that would insure that students enrolled in Chapter 74 state-approved cosmetology programs, which offer a state-approved license through the Board of Cosmetology, are governed by licensure laws and regulations that are consistent with serving the educational interests of students and the public. For four years, this Council has attempted to work with the Board of Cosmetology and the Massachusetts Division of Professional Licensure to review why students enrolled in Chapter 74 state-approved cosmetology programs cannot receive credit for instructional hours toward licensure before the age of sixteen. This remains inconsistent with other vocational technical education programs that allow students enrolled in programs with associated licensure to receive

credit for instructional hours earned toward licensure without age restrictions (e.g., electricity). This inconsistency limits many Chapter 74 enrolled cosmetology students' ability to obtain cooperative work experiences and to accumulate the necessary hours to be able to demonstrate proficiency on the state Board's test, while still enrolled in high school.

This Council has provided data, as requested, to the Board of Cosmetology, and has offered language modifications to 204 CMR 4.07(2) to include hours completed by vocational cosmetology students enrolled in an approved Chapter 74 cosmetology programs beginning in the sophomore year. The Council has been informed and understands that these types of changes take time but the Council has not yet been able to get information from the Board on the proposed changes to the current language, where in the process of review the draft is, and what the timeline will be.

**Postsecondary Linkages:** The need exists to extend, expand, and streamline linkages between secondary-level VTE and postsecondary-level community colleges courses and programs. A task force was convened through joint efforts of the Office of Career/Vocational Technical Education (OCVTE) and the Massachusetts Community College Executive Office (MCCEO) in 2010 which developed the first statewide agreement articulation agreement for Drafting programs. This taskforce continues to work to develop statewide articulation programs and has completed those in six additional areas: Automotive Technology, Culinary Arts, Design and Visual Communications, Early Education and Care, Engineering, and Information Support Services and Networking. This task force will reconvene in the fall and plans to complete work on an additional ten agreements next year. Work needs to be done with state colleges and universities to ensure that this articulated credit will transfer with students to four year institutions. David Wallace, Deputy Director, Department of Labor Standards, will be following up with the Painters' Union to add to the apprenticeship agreements already in place. Additionally, the Council needs to assess the use of these linkages and determine any challenges to students, high schools, or post-secondary institutions in making this process effective.

**Promote a system of equitable access to vocational programming that is fair to students, schools and municipalities:** The Commissioner has established a task force composed of superintendents from school districts across the state, half with CVTE programs and half without, a mayor as a representative of the Massachusetts Municipal Association, and administrators from the Department. The Executive Director of Massachusetts Vocational Administrator Association has been invited to attend. This group is focusing on VTE mission, admissions, and financing of student participation in VTE.

**Promote methods to ensure that vocational programming can be supported to address current industry needs:** One role of the regional vocational and agricultural school districts is to centralize certain programs that require very expensive and specialized equipment. This ensures access to training without bankrupting each individual school district. For example, to balance the finite need for future automotive technicians, with both student interest in obtaining this type of training and the high cost of providing the equipment, a regional district will provide this program to a large group of school districts that do not have enough local students to support such a program on their own. It is not cost-effective for each and every high school to run every shop.

Some setbacks for systems of regional vocational and agricultural districts have occurred due to disagreements over tuition or the cost of renovation. Sending school districts often do not want to pay for vocational education, and member districts are reluctant to renovate the buildings. The Council observed that due to decades-old language in the municipal agreements of the 26

regional vocational school districts, most of them must have agreement from 100 percent of their member municipalities to proceed with major capital projects. This has made full renovation of many of these schools impossible, especially when the state reimbursement for the projects is low. The Council is tracking legislation that has been filed to address this.

**The development and implementation of a Certificate of Occupational Proficiency:** Work on the revision of the **Vocational Technical Education Frameworks** is an integral component needed to move towards this certificate for our students. The Education Reform Act of 1993, M.G.L. Chapter 69, Section 1D (iii), established the Certificate of Occupational Proficiency to be awarded to students who successfully complete a comprehensive education and training program in a particular trade or professional skill area.

All forty-four Vocational Frameworks have been revised with a focus on the consistent formatting of the technical learning standards contained in Strand 2, the cross referencing of these standards to academic curriculum framework standards in Strand 3, and maintaining currency with emerging business/industry standards. These revisions have been validated by advisory committees throughout the state and have been vetted through public comment periods. This past year, a model curriculum unit was developed for Culinary Arts. The Department has recently solicited members of the vocational community to work on building additional model curriculum units, revision of Strands 1, 4, and 5, a Rubric Team, as well as a draft framework for Exploratory Programs. This work will commence in June of this year. The Department is also working on a Learning Management System to determine a process to track individual student skill development in all strands of the Vocational Frameworks.

### **III. COUNCIL RECOMMENDATIONS**

**Cosmetology Student Licensure:** The Council will await the process of modifying the language in 204 CMR 4.07(2) to allow for students' hours to count toward licensure, once enrolled in an approved Chapter 74 Program.

**Postsecondary Linkages:** The Council recommends that the OCVTE/MCCEO Task Force on statewide articulation agreements continue to develop and implement its plan to extend, expand, and streamline postsecondary linkages with community colleges for students enrolled in Chapter 74 state-approved vocational programs during the 2013-2014 school year. The Council also recommends that efforts continue to develop and implement additional statewide articulation agreements between apprenticeship programs and vocational technical schools. In addition, the Council will solicit information as to how well the process of utilizing these linkages is working and try to identify any challenges to the process.

**A system of equitable access to vocational programming that is fair to students, schools and municipalities:** The Council will be watching for the recommendations from the Commissioner's Task Force on Vocational Technical Education and review any proposed changes to the regulations or the Department's recommendations, analyze their potential consequences, and work to ensure that all stakeholders are informed.

**Promote methods to ensure that vocational programming can be supported to address current industry needs:** The Council recommends that the Department work with the Massachusetts School Building Authority to support the existing regional vocational districts in their efforts to renovate their buildings, providing incentives to continued regionalization over and above the existing incentives for districts forming new regions.

**The development and implementation of a Certificate of Occupational Proficiency:** The Council recommends the continuation of the **Vocational Technical Education Frameworks revision project** as the first step in the development and implementation of the Certificate of Occupational Proficiency. VTE's participation in the Department's Learning Management System will be the important next phase of this work. The Council will monitor the work and progress of these two initiatives to ensure that students' competency will be documented for all stakeholders.

#### **IV. COUNCIL DETAILS**

**Department Administrator:** Lisa Sandler, Acting State Director for Career/Vocational Technical Education

**Department Liaison:** Maura Russell, Office of Career/Vocational Technical Education

**Chairpersons:** Roger Bourgeois, Assistant Superintendent for Technical/Vocational Network, Boston Public Schools

Emily Lebo, Director of Career and Technical Education, Boston Public Schools

**Members of the 2012-13 Advisory Council:**

Roger Bourgeois, Assistant Superintendent for Technical/Vocational Network, Boston Public Schools

Lauren Connon, Student Representative, State Secretary, Skills USA

Ted Coghlin, Jr., Chair, General Advisory Committee, Worcester Technical High School

Letitia K. Davis, Director of Occupational Health Surveillance Program, MA Department of Public Health

Alice B. DeLuca, Chair, School Committee, Minuteman Regional Vocational Technical High School

Layla D'Emilia, Deputy Director for Policy and Boards, MA Division of Professional Licensure

Jennifer Weiss Donovan, AIA, LEED, Registered Architect/Contract Coordinator - Payette Associates

David Ferreira, Executive Director, MA Association of Vocational Administrators (MAVA)

Sharon A. Grundel, Workforce Development, Massachusetts Area Health Education Center, UMass Medical School

Robert Kenrick, Program Manager, MA Department of Labor Standards

Emily Lebo, Director of Career and Technical Education, Boston Public Schools

Thomas A. Theroux, Executive Director, Plumbing, Heating, Cooling Contractors of MA

Erin Trabucco, Policy Advisor, Boston Chamber of Commerce

J.M. "Buck" Upson, School Committee, Cape Cod Technical High School

Sue Viens, Member, Massachusetts Vocational Association

David R. Wallace, Deputy Director, MA Department of Labor Standards

Erin Yates, Director of Administration and Program Planning, MA Community College Executive Office

**Council Meeting Dates:**

October 10, 2012, December 12, 2012, February 13, 2013, April 10, 2013, June 12, 2013